



Knowledge Organisers

Year 9

Autumn 2023

Knowledge Organisers

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Science

*Some subjects have Knowledge Organisers which last two terms or a year, therefore it will be the same as in past booklets.

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 to bring each term. However, it is important they keep the old 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
Knowledge Organiser
Term 1

Mixed Media
Cells

KEYWORDS

Mark Making
Texture
Surface
Stipple
Crosshatch
Collage
Tone

Mixed Media
Experiment
Application
Relief
Technique
Composition
Pattern

SKILLS

Develop a range of drawing techniques and mark making

-Whilst still showing formal elements and observation

Take inspiration from Betty Busby

--Understand how & why they create their work

-Apply ideas and techniques of the artist

Develop a composition and manipulate media

--Using artist style, create plan and produce a creative mixed media outcome inspired by Betty Busby.

Artist Research
Betty Busby



Drama Knowledge Organiser: Year 9

Techers

- Play write = John Godber
- Comedic play offering a social commentary.
- Multirole
- Breaking the forth wall
- Devising
- Stereotypes

Practitioners

- Bertolt Brecht
- Konstantine Stanislavski
- Naturalism
- Emotion Memory
- Magic If
- Hot seating
- Brecht- wanted the audience to think and to not get emotionally attached
- Stan- Wanted the audience to feel the real emotions of the character.

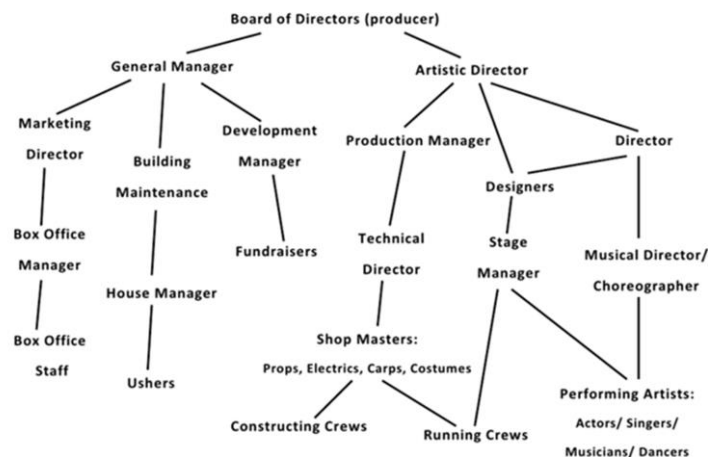
Frantic Assembly

- Physical Theatre
- 'The Frantic Method'
- Collaboration
- Ensemble
- Chair Duets
- Round by Through
- Music
- Diverse Theatre
- Body as a prop

Live theatre

- Treasure Island
- National Theatre
- Bryony Lavery
- Set design
- Costume design
- Characterisation
- Key elements of the different ones.
- Bringing it all together to evaluate the performance.
- Analysing and evaluating a piece of theatre while demonstrating knowledge and understanding of how theatre is performed

The Performing Arts



FLOODLIGHT

A 'Floodlight' is one of the simplest lanterns. It does not have a lens and cannot be focused. As a result, it provides a general wash of colour and is normally used for lighting flat scenery.

SYMBOL FOR LIGHTING PLAN

PROFILE SPOT

A 'Profile Spot' provides a strong beam of light that can be focused on a specific area of the stage. The defined beams are perfect for long throws and can be used to cut shapes on stage and project gobos.

SYMBOL FOR LIGHTING PLAN

FOLLOW SPOT

A 'Follow Spot' sits on a stand and is designed to follow performers around the stage. It is a more powerful variation of a profile spot with additional features such as colour magazines and an iris.

SYMBOL FOR LIGHTING PLAN

FRESNEL SPOT

A 'Fresnel Spot' is used to create a general wash of light across the stage. The Fresnel has a stepped lens that causes light to scatter, producing a softer edge. 'Barn doors' on all four sides of the lantern can be opened and closed to determine the spill of light.

SYMBOL FOR LIGHTING PLAN

PAR CAN

A 'Par Can' cannot be focused and is one of the cheaper types of lantern. Often used in rock concerts, Par Can lanterns throw a very harsh, strong beam of light, creating a dramatic effect.

SYMBOL FOR LIGHTING PLAN

Year 9 Textiles Knowledge Organiser

Novelty Hot Water Bottle Cover

Key Skills

- Responding to a Design Brief
- Analysing existing products
- Identifying an intended user
- Demonstrate the ability to apply decorative techniques:
 - Machine appliqué (including reverse)
 - Computerised embroidery
 - Embroidery stitches (hand & machine)
- Using a sewing machine to complete a range of construction techniques:
 - Seams
 - Hems
 - Application of components
- Understanding the properties of materials
 - Polyester
 - Fleece
- Understand CAM using computerised embroidery



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

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

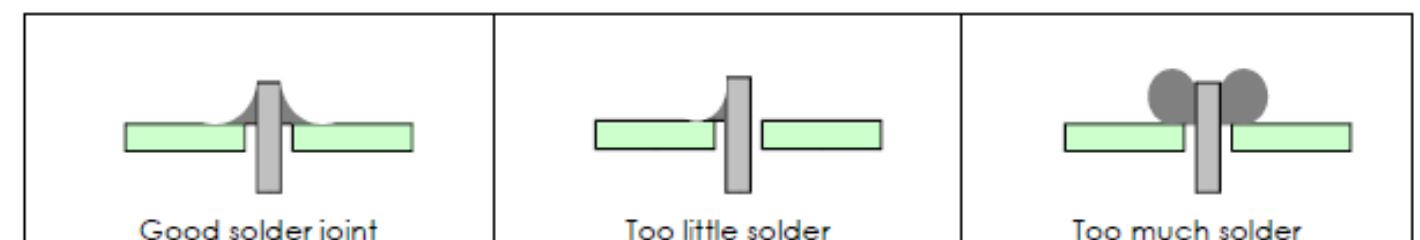
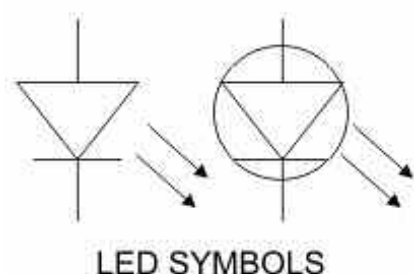
Key vocabulary	
Components	The parts/materials/threads needed to make a product.
3D features	Use of wadding to make a feature stand up or raised from the backing fabric.
Function	What a product does, how it works and what it will be used for? Is it sensory or educational or both?
CAM	Computer Aided Manufactured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



Architectural Light

Key Skills

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

Tools & Equipment		
 Try square	 Steel rule	 Soldering Iron
 Bench vice	 Bench hook	 Tenon saw
 LED	 Side cutters	 Sand Paper
 Pillar drill	 Belt & Disc sander	 Sealant
Thermoplastic polymers are chemically manufactured and can be heated and shaped many times.		
 Acrylic	Acrylic is used in sheet form it is lightweight or shatter-resistant. It comes in a variety of colours it can be frosted or transparent. Acrylic is durable and is a good electrical insulator but scratches easily. It is recyclable and can be heat moulded.	



Key vocabulary	
Design Context	The circumstances, problem or setting in which a product will be used.
Design Brief	An written outline which explains the aims and objectives of a project.
Specification	A statement that details exactly a products function and the design requirements.
CAD	Computer aided design
CAM	Computer aided manufacture e.g. laser cutter
Finishing	The process of applying a finish to preserve or protect a material & improve aesthetics.
Prototype	A prototype is a model that is built to test to see if it is successful or whether it needs further modification or improvements.
PPE	Personal protective equipment are items
Timber is a natural material with imperfections, knots and grain – always sand with the grain	
Softwood 	From coniferous trees that are evergreen, which are faster to grow and are less expensive than hardwoods. Softwoods are a sustainable material as the resource can be regrown and not depleted. Softwoods are strong and easy to work with.
Hardwood 	Hardwood. Hardwoods come from deciduous trees, which have large flat leaves that fall in the autumn. Hardwoods take longer to grow, are not easily sourced and are expensive to buy

L.E.D. - Light Emitting Diode

This component is usually called by its initials L.E.D. It lights up when connected to a battery and needs between 1.5v - 3v (Volts). More than 3 volts will burn it out. The long leg must be connected to the positive side of the circuit or current will not pass through.

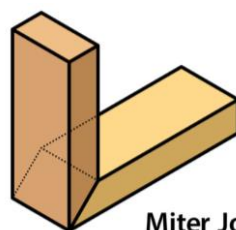
Organiser

Key Skills

- Responding to a Design Context
- Analysing & researching information
- Creating a brief & identifying an audience
- Developing CAD/CAM skills using:
 - Techsoft 2D Design
- Applying Health & Safety procedures and PPE in the workshop environment
- Identifying & using specific workshop tools and equipment
- Developing practical skills to create mitre joints
- Drilling pilot holes, fixing screws
- Cutting Acrylic/MDF to produce a shelf
- Prototype modelling, finishing & presentation
- Evaluating the design & manufacturing process

Joining Materials – Mitre Joint

Mitre Joint

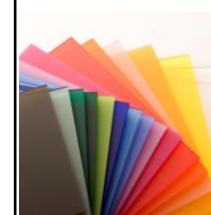


Miter Joint

A mitre joint is a joint made by cutting each of two parts to be joined, across the main surface, usually at a 45° angle, to form a corner, usually to form a 90° angle, though it can comprise any angle greater than 0 degrees.

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

Acrylic

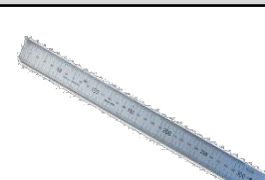


Acrylic is used in sheet form it is lightweight or shatter-resistant. It comes in a variety of colours it can be frosted or transparent. Acrylic is durable and is a good electrical insulator but scratches easily. It is recyclable and can be heat moulded.

Tools & Equipment



Try square



Steel rule



Mitre Clamps



Bench vice



Bench hook



Tenon saw



Coping saw



Chisel



File



Pillar drill



Belt & Disc sander



Screw driver

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.
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CAD	Computer aided design
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Finishing	The process of applying a finish to preserve or protect a material & improve aesthetics.
Prototype	A prototype is a model that is built to test to see if it is successful or whether it needs further modification or improvements.
PPE	Personal protective equipment are items such as goggles and aprons.

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.

Year 9 Cooking and Nutrition Knowledge Organiser

Hygiene and Safety – The four C's

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

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



World cuisines are one of the best ways to connect with others and to experience world cultures. Traditional food opens a window into the lifestyle of any given place. It tells a story of the people who lived there, its climate and the local flora and fauna.

Local ingredients and cooking techniques create a unique food profile distinctive to each area. Also, the customs around actually eating the food are integral to the culture.



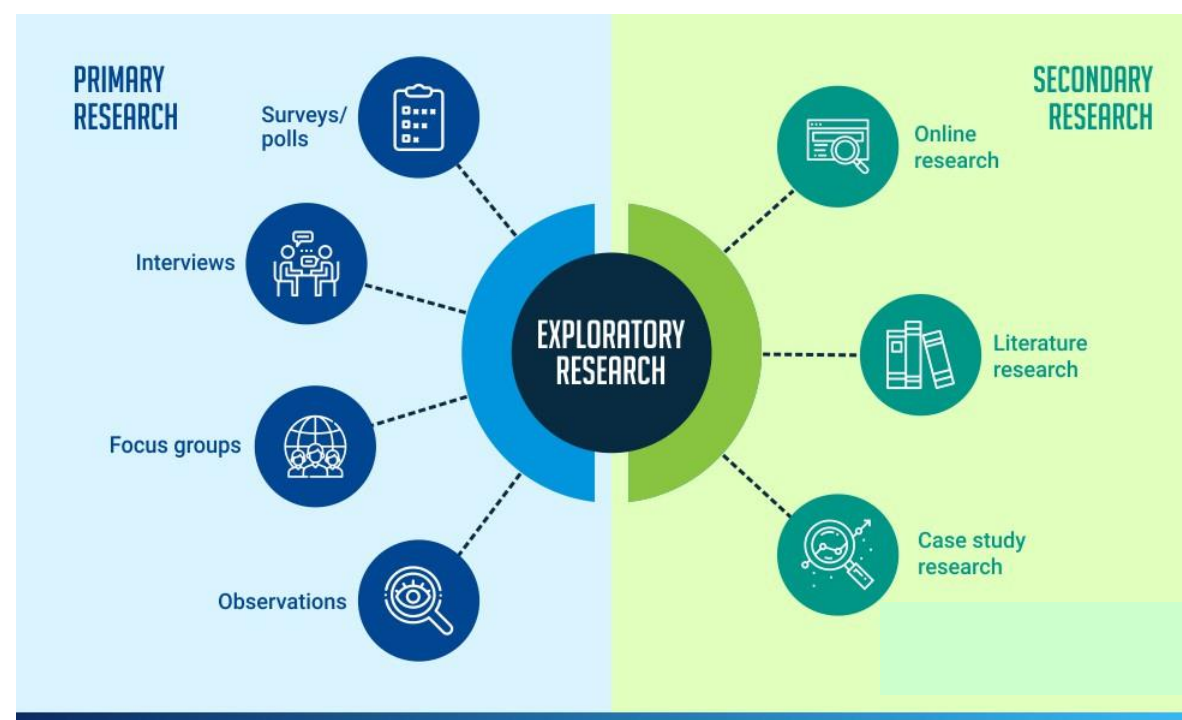
World Cuisine's popular in the UK:

- Chinese
- Italian
- Thai
- Indian
- Mexican
- Japanese
- Turkish
- Greek
- American
- Spanish

How to Research

Key Skills

- Select a Topic and identify keywords.
- Decide which research methods will work best and locate information.
- Evaluate and analyse information.
- Write, organise, and communicate information in a way that your readers will find interesting and easy to understand.
- Cite sources – it is important that you state where you have got information from, you don't want to be suspected of plagiarism.



Key vocabulary

Cross Contamination	Process by which bacteria or other microorganisms are unintentionally transferred from one substance or object to another, with harmful effect.
Task analysis	Detailed examination of the given task.
Primary Research	Primary research is data which is obtained first-hand. This means that the researcher conducts the research themselves, going directly to the source, rather than relying on pre-existing data samples.
Secondary Research	Secondary research or desk research is a research method that involves using already existing data. Existing data is summarised and collated.

DETECTIVE FICTION

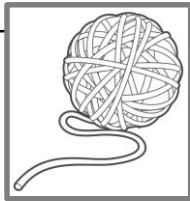
Key Vocabulary	Big Questions!
DETECTIVE SIDEKICK CASE CLUE SUSPECT SECREC DECEPTION INTERROGATION INTELLECT DEDUCTION CRIMINALITY ----- NARRATIVE NARRATOR EPISTOLARY FORM CHARACTERISATION REVELATION RESOLUTION	<ul style="list-style-type: none">What was the historical context of the birth of the detective fiction genre?How did early detective reportage anticipate the genre?What are the conventions of the genre and what is the effect of their use?How has the representation of detectives and criminals changed over time?How did Sir Arthur Conan Doyle structure his novel <i>The Hound of the Baskervilles</i>?How has Sir Arthur Conan Doyle used language to represent the lives and experiences of detectives and criminals?How can I adopt strategies used by Conan Doyle to form my own creative and original writing in this genre?How can I compose an analytical essay that demonstrates my understanding of Sir Arthur Conan Doyle's novel and its connections to previous and later novels in this genre?

THIS HISTORICAL CONTEXT OF THE GENRE:

- The first Metropolitan Police station was opened on **6 October 1829** in a street called Great Scotland Yard.
- The birth of the detective in fiction occurs when the short story *The Murders in the Rue Morgue* is published in **1841** by the American writer, Edgar Allan Poe
- In **1842** the commissioner for Scotland Yard requested of the Home Office that they should establish a squad of plain-clothes detectives and – that August – the first eight British detectives were hired.
- In **1850**, Dickens publishes an article called 'The Detective Police Party' in *Household Words*, with the aim to convey to 'our readers some faint idea of the extraordinary dexterity, patience, and ingenuity, exercised by the Detective Police'.
- The popularity of the detective novel explodes with the publication of *The Moonstone* (**1868**) by Wilkie Collins, serialised in Charles Dickens' magazine *All the Year Round*
- Sir Arthur Conan Doyle's *The Hound of the Baskervilles* is published in **1902**, a return to his popular and enduring hero who first appeared 15 years prior.
- In the UK, after appearing in a series of short stories, *The Murder at the Vicarage* is published (**1930**) with an unusual detective heroine: an old lady called Mrs Marple. The writer is the immensely popular Agatha Christie.
- Meanwhile in America, Dashiell Hammett publishes the short story *Fly Paper* in **1929** and the hard-boiled detective subgenre is born: a tough, unsentimental style of American crime writing that brought a new tone of earthy realism or naturalism to the field of detective fiction.

Conventions of the detective fiction genre:

- The hero is a detective of **intellectual genius** who uses their powers of **deduction** to solve cases
- A **case** which the detective takes on
- Clues** which the detective 'follows'
- Suspects** whom the detective investigates; these usually have **secrets** of their own which the detective has to uncover and discount
- The detective's **sidekick** who acts as the Proppian helper
- Interrogations** in which the detective uses their skills of manipulation to get suspects to reveal information
- False villains and heroes:** characters whose guilt or innocence are presented as obvious from the start – these are red herrings
- Red herrings:** clues or pieces of information which are intended to be misleading or distracting
- A denouement which includes revelation and resolution:** all is revealed to the reader and all 'loose-ends' are tied up.



Getting creative and describing character:

Authors of Detective Fiction regularly utilise these strategies to craft their writing:

Similes

He looked rather pleasantly like a blond Satan.
describing Sam Spade in the *Maltese Falcon*

Metaphors

Mr. Holmes, a picker up of shells on the shores of the great unknown ocean.

describing Sherlock Holmes in *The Hound of the Baskervilles*

Dynamic verbs

Holmes leaned forward in his excitement, and his eyes had the hard, dry glitter which shot from them when he was keenly interested.

describing Sherlock Holmes in *The Hound of the Baskervilles*

Speech presentation and use of adverbs

'This calls for action,' said Miss Marple briskly. 'But it would be advisable, I think, to be careful. Would you have noticed at all, Bunch dear, whether you were followed when you came to London today?'

describing Miss Marple in *Sanctuary*

Embedded clauses to add the detail and perception of detection

I inhaled - taking in the strange odours of the backwoods alchemist's lair – smells both sweet and bitter, vegetable and mammal, fish and also the deep, rich odour of the earth were evident all their refined guises.

describing Easy Rawlins' experiences in *Little Green*

FAMOUS DETECTIVES and their authors



SHERLOCK HOLMES

by Arthur Conan-Doyle

A brilliant London-based detective, Holmes is famous for his prowess at using logic and astute observation to solve cases. He first appeared in 1887, in Conan-Doyle's *Study in Scarlet*. He is the hero of our core text: *The Hound of the Baskervilles* (1902) and brought great comfort to crime-infested London: he always solves the case!



AUGUSTE DUPIN

by Edgar Allan-Poe

Dupin is not a professional detective; he is motivated by personal reasons to involve himself in the cases he solves. Dupin combines his considerable intellect with creative imagination, even putting himself in the mind of the criminal. He first appeared in *The Murders in the Rue Morgue* in 1841. He was especially relatable because – like the public – he solved cases from his armchair, reading and piecing together clues in the paper!



MRS MARPLE

by Agatha Christie

Mrs Marple is an elderly amateur sleuth who has always lived in St. Mary Mead, a snug English village. A natural busybody, she is skilled at problem solving and has an unsentimental understanding of human nature. In the 1930s, Christie found the 'invisible' face of Englishness – discounted and overlooked as an old woman – and gives this woman power and genius.



EASY RAWLINS

by Walter Mosley

Ezekiel "Easy" Porterhouse Rawlins is an African-American private investigator, a hard-boiled detective and World War II veteran living in the Watts neighbourhood of Los Angeles. Mosley is a political and cultural activist, and this hero – living through the '40s-'60s – addresses not only matters of race; but also evil and warped morality in our modern society.

Year 9 Geography

Unit 2: Coastal Landscapes

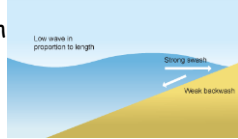


KEYWORDS



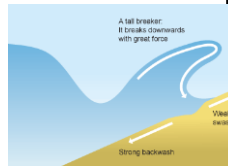
Constructive wave

Powerful swash
Weaker backwash
Long wave length
Low wave height
Gentle beach



Destructive wave

Weak swash
Strong backwash
Short wave length
High wave height
Steep beach



Mass Movement - the downward movement of the land due to the pull of gravity. This usually occurs when the ground is saturated by water, is unstable or during a storm surge.



Transportation:

Saltation - the bouncing motion of pebbles
Traction - the rolling motion of rocks
Solution - the dissolved load within the body of water
Suspension - fine sediment is suspended within the flow of the water

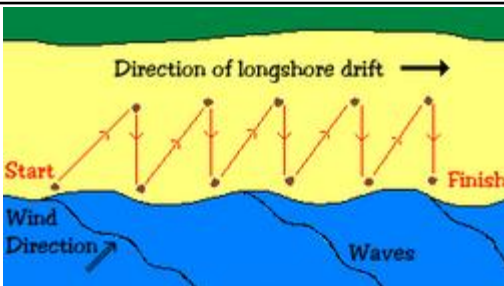
Types of Erosion:

- Attrition - when rocks/pebbles collide and chip away
- Abrasion - the sandpapering effect of the material rubbing against a cliff face
- Solution - when rock dissolves due to a reaction between the rock and sea
- Hydraulic Action - when water is forced into cracks into the cliff face, compressing air inside which in turn makes the crack wider.

Deposition

When the flow of the water falls and so material is dropped off along the coastline.

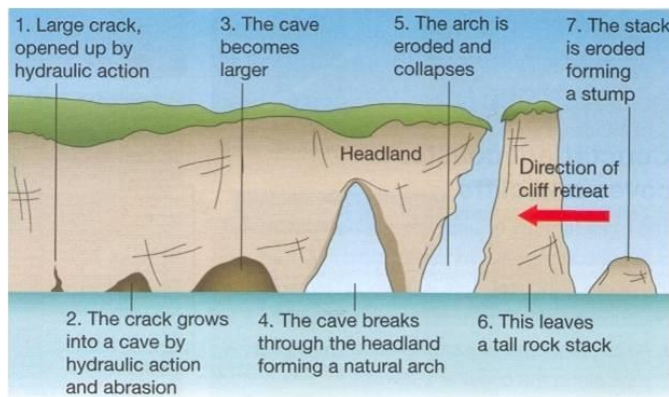
	Definition
Erosion	The wearing away and removal of material by a moving force, such as a breaking wave.
Transportation	The movement of eroded material. The size and weight of the material affects how it moves.
Deposition	Occurs when material being transported by the sea is dropped due to the sea losing energy.
Soft Engineering	Managing erosion by working with natural processes to help restore beaches and coastal ecosystems.
Hard Engineering	A coastal management technique used to protect coasts by absorbing the energy of waves, preventing erosion and flooding. They are highly visible man-made structures used to stop or disrupt natural processes.



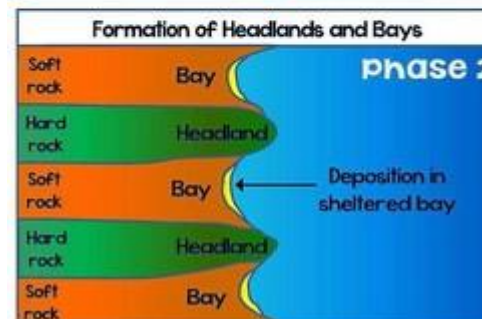
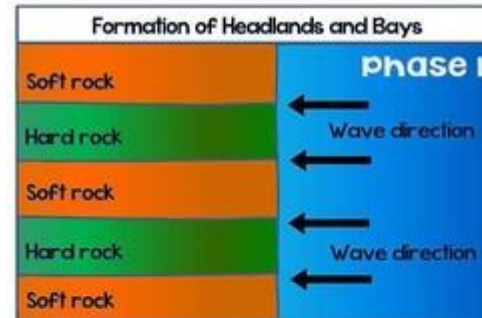
Longshore Drift

This is the zigzag motion of sediment. Sediment is pushed onto the beach at an angle and returns to sea perpendicular to the coastline due to gravity. When the coastline changes direction a spit will form.

Erosion of a headland



Formation of a Bay



Year 9 Geography

Unit 2: Challenges of Development



KEYWORDS



Lesson 1-2

Every country in the world is at a different stage of development. If a country is **developing** it is changing for the better. The **Demographic Transition Model** which you studied in year 8 shows how a country changes overtime. They can be classed as:

- **Low Income Country** - a country where the **GNI per capita** is **\$1045 or below**
- **Newly Emerging Economy** - a country that has **begun to experience higher rates of economic development**, usually with higher levels of industrialisation. They no longer rely primarily on agriculture. eg Brazil, Russia, China and South Africa (the so-called **BRICS** countries).
- **High Income Country** - a country where the **GNI per capita** is **\$12746 or above**

Lesson 3-4

Development is uneven because...

- Some countries are **landlocked** and so can't trade as easily
- Some countries experience **climate-related diseases** weakening their working population
- **Extreme weather**, e.g. hurricanes, are expensive to respond to and so slow development of public services



Lesson 5

Human development index (HDI) was created to better measure development. HDI combines:

- **Living standards**: the **GNI per capita**
- **Health**: the life expectancy
- **Education**: the average number of years of schooling children receive



Lesson 6

The UK developed during the **Industrial Revolution**.

Today **five countries, BRICS**, are considered to be going through **rapid economic development**.

This will mean that the % employed in primary, secondary and tertiary industries will change.

Lesson 8

Inequalities in development can occur at a **global scale** (between countries) and a **local scale** (within countries or even cities).

Lesson 9

10.7% of the world's population live on less than **\$1.90** per day (World Bank). Poverty exists because of the climate, war, politics, gender inequality and location.

Lesson 10-14

Informal settlements are areas of land where groups of housing units have been constructed on land that the occupants have no legal claim to. **They often have social, economic and environmental problems.**

Lesson 10-14

Informal settlements grow around megacities where there are economic opportunities.

Megacities continue to grow due to **natural increase** and **rural-urban migration**.



Top 10 mega-cities by population

2014		2030	
Tokyo	37.8 million	Tokyo	37.2 million
Delhi	25	Delhi	36.1
Shanghai	23	Shanghai	30.8
Mexico City	20.8	Mumbai	27.8
Mumbai	20.8	Beijing	27.7
Sao Paulo	20.7	Dhaka	27.4
Osaka	20.1	Karachi	24.8
Beijing	19.5	Cairo	24.5
New York	18.6	Lagos	24.2
Cairo	18.4	Mexico City	23.9

Quartz | qz.com

Data: United Nations

Lesson 15

Gender inequality occurs when people are treated differently just because they are male or female. If women are empowered the work force will increase and the number of dependent children will decrease.

Lesson 16-17

Aid can be given to areas in need to help them develop faster. In **2000**, the United Nations set up **8 Millennium Development goals** focussed on reducing global poverty. In **2015**, a new set of **17 targets were created**.

	Definition
Develop ment	People reaching an acceptable standard of living or quality of life.
Human development	A measure of the access the population has to wealth, jobs, education, nutrition, health, leisure and safety - as well as political and cultural freedom
Economic development	A measure of a country's wealth and how it is generated (for example agriculture is considered less economically advanced than banking).
Standard of living	How much wealth a group of people have and the goods and services available to them. Life expectancy and literacy rate may also be taken into account.
Quality of Life	The general well being of people, which includes income, health, education, employment and the environment.



Wellington History

Year 9 HT 2 Knowledge Organiser

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



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

❖ **Want to explore further?**

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

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

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

Key Questions

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

Keywords

Democracy

Rule by the people

Franchise

The right to vote

Protest

An organised demonstration to support/oppose something

Parliament

Where laws are made and where government rules from

Act

A law

Chartists

A group that campaigned for votes for ordinary men

Trade Union

Groups that represented workers

Suffragist

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

Suffragette

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

Rights

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

Key events and Key People

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



Democracy

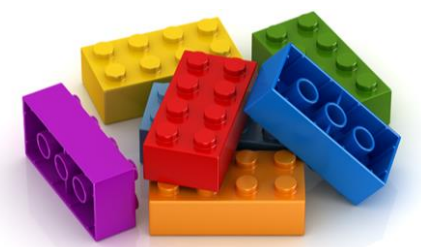


Wellington History

Year 9 HT 1 Knowledge Organiser

Was the Great War inevitable by 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?

❖ Want to explore further?

Book: Archie's War by Marcia Williams

Book: Dear Jelly by Sarah Ridley

Book: Frightful First World War by Terry Deary

Websites: <https://www.dkfindout.com/uk/history/world-war-i/>
<https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/z8sssbk>

Key Questions

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

Keywords

Militarism

The building up of armed forces

Alliances

Agreements between nations

Imperialism

Building up of Empires

Nationalism

Believing your country is better than all others

Long-term cause

Reasons for an event that have built up over a long period of time

Trigger Cause

A final cause of an event

Assassination

The planned killing of an important individual

Empire

When a country control land outside of it's own borders

Propaganda

Messages designed to influence

Invasion

Sending an army to conquer another land

Conscientious Objector

A person that refuses to fight in a war for moral reasons

No Man's Land

An area between the trenches on a battlefield

Remembrance

Remembering something

Trench

A long, narrow ditch

Stalemate

A draw

Key events and Key People

1870 Germany invaded and defeated France in War and took land as punishment.

1882 Italy, Germany and Austria-Hungary created the Triple Alliance.

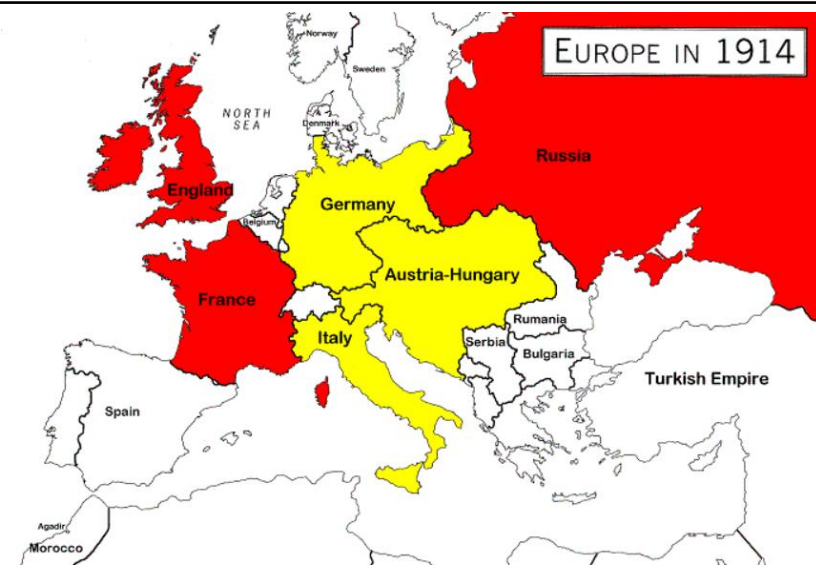
1900 Kaiser Wilhelm of Germany announced a plan to build up Germany's navy and Empire.

1907 Britain, France and Russia created the Triple Entente.

28th June 1914 Archduke Franz Ferdinand assassinated.

28 July 1914 The Great War begins.

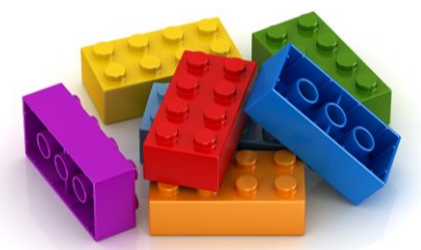
11 November 1918 The Great War ends.





Wellington History Year 9 HT 2 Knowledge Organiser

Why did the Communists achieve a Revolution in Russia?



- ✓ What and why? You will learn about the Revolution that occurred in Russia and its consequences.
- Stop, think and link: Had there been a revolution in British politics in the 19th and 20th Century?

❖ Want to explore further?

Book: The Apartment: A century of Russian History by Alexandra Litvina

Book: The clever teens guide to the Russian Revolution by Felix Rhodes

Documentary:

<https://www.youtube.com/watch?v=OHZ3Qww9kIY>

Website: <https://www.bbc.co.uk/newsround/41904621>

Key Questions

- What is Communism and where did it come from?
- Was Russia ready for Communism by 1900?
- Did the Great War cause Russia to fall to Communism?
- How did the Bolsheviks take power in Russia?
- What happened to the Romanovs?
- What did the rest of the world make of what happened to Russia?
- Had the Bolsheviks improved life in Russia by 1924?

Key events and Key People

1905 Attempted revolution

1914 WW1 begins

1915 Tsar Nicholas II takes personal command of the army

1916-17 Very harsh winter

1917 March Revolution: the Tsar is forced to abdicate and a Provisional Government takes over, planning to make Russia a democracy

April Lenin returns to Russia October revolution: the Bolsheviks overthrow the Provisional Government

1918-21 The Russian Civil War

Tsar Nicholas II – the emperor of Russia from 1894 to 1917.

The Tsarina – Alexandra, the wife of Tsar Nicholas II.

Rasputin – a faith healer who had a lot of influence over the Tsarina because he seemed to be able to cure her son's life-threatening illness. Lenin – the leader of the Bolsheviks.

Keywords

Tsar

The Russian word meaning emperor

Autocracy

Rule by one person with complete power

Revolution

The overthrow of a government which is replaced by a government that aims to make huge changes

Peasant

A poor farmer; peasants made up 80% of the Russian population and very few of them owned their own land.

Worker

Someone who works in a factory and lives in a town or city

Communism

A political system based on the ideas of Karl Marx. In the perfect communist society, everyone would work together for the common good, everyone would be equal and there would be no need for wealth

Parliament

A group of people elected (chosen) by the people of the country; they usually discuss and vote on whether to pass laws and examine the work the government is doing

Bolsheviks

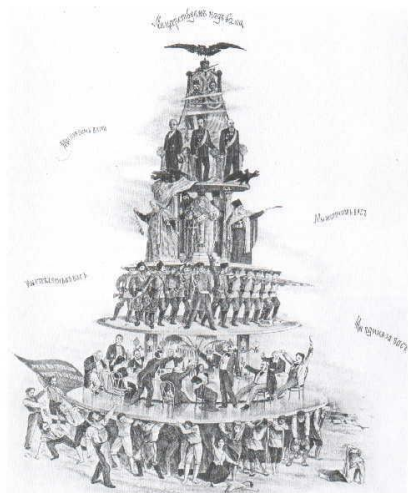
A political party (group) inspired by Karl Marx; they wanted a revolution to turn Russia into a communist country as soon as possible

Abdicate

When a king or queen gives up the throne

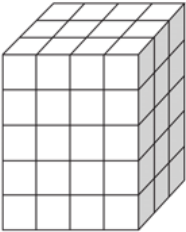
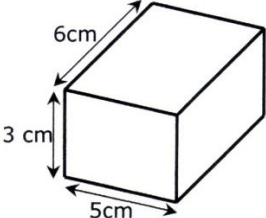
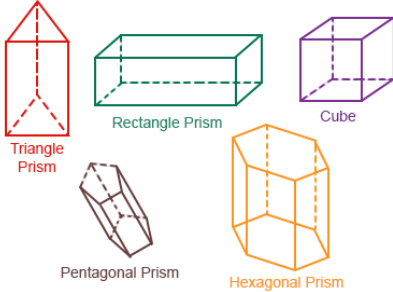
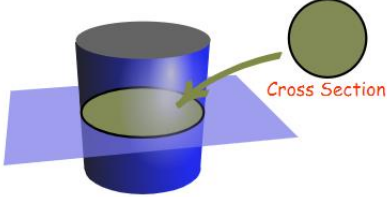
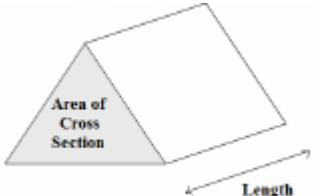
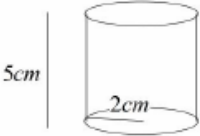
Democracy

Rule by the people; this usually involves the people of a country voting for people to represent them and make decisions for them about how to rule the country.



Imperial Russia's coronation ceremony depicted in an anonymous cartoon of 1900 issued by the Union of Russian Societies.

Topic: Volume

Topic/Skill	Definition/Tips	Example
1. Volume	<p>Volume is a measure of the amount of space inside a solid shape.</p> <p>Units: mm^3, cm^3, m^3 etc.</p>	
2. Volume of a Cube/Cuboid	<p>$V = \text{Length} \times \text{Width} \times \text{Height}$ $V = L \times W \times H$</p> <p>You can also use the Volume of a Prism formula for a cube/cuboid.</p>	 <p>volume = $6 \times 5 \times 3$ $= 90 \text{ cm}^3$</p>
3. Prism	A prism is a 3D shape whose cross section is the same throughout.	
4. Cross Section	The cross section is the shape that continues all the way through the prism .	
5. Volume of a Prism	<p>$V = \text{Area of Cross Section} \times \text{Length}$ $V = A \times L$</p>	
6. Volume of a Cylinder	$V = \pi r^2 h$	 <p>$V = \pi(4)(5)$ $= 62.8 \text{ cm}^3$</p>

Stage 8: Calculating with Percentages, Decimals, Fractions

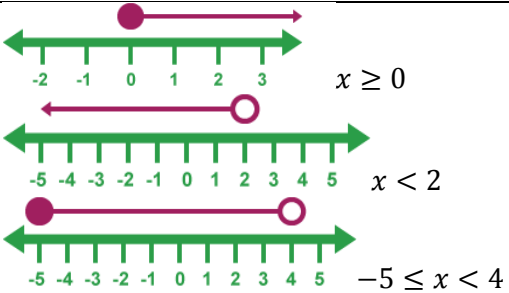
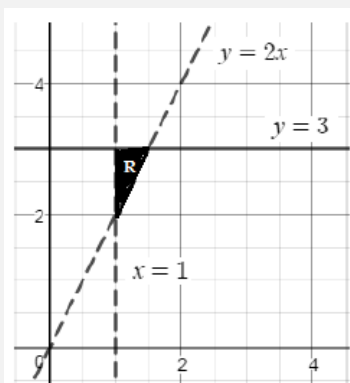
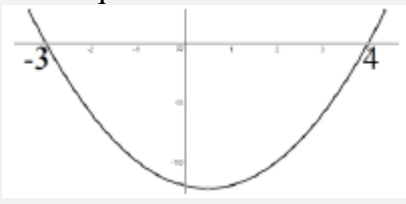
Topic/Skill	Definition/Tips	Example
1. Increase or Decrease by a Percentage	<p>Non-calculator: Find the percentage and add or subtract it from the original amount.</p> <p>Calculator: Find the percentage multiplier and multiply.</p>	<p><u>Increase 500 by 20% (Non Calc):</u> 10% of 500 = 50 so 20% of 500 = 100 500 + 100 = 600</p> <p><u>Decrease 800 by 17% (Calc):</u> 100% - 17% = 83% 83% ÷ 100 = 0.83 0.83 x 800 = 664</p>
2. Percentage Multiplier	The number you multiply a quantity by to increase or decrease it by a percentage .	<p>The multiplier for increasing by 12% is 1.12</p> <p>The multiplier for decreasing by 12% is 0.88</p> <p>The multiplier for increasing by 100% is 2.</p>
3. Percentage Change	$\frac{\text{Difference}}{\text{Original}} \times 100\%$	<p>A games console is bought for £200 and sold for £250.</p> <p>% change = $\frac{50}{200} \times 100 = 25\%$</p>
4. Reverse Percentage	<p>Find the correct percentage given in the question, then work backwards to find 100%</p> <p>Look out for words like 'before' or 'original'</p>	<p>A jumper was priced at £48.60 after a 10% reduction. Find its original price.</p> <p>100% - 10% = 90%</p> <p>90% = £48.60 1% = £0.54 100% = £54</p>
5. Simple Interest	Interest calculated as a percentage of the original amount.	<p>£1000 invested for 3 years at 10% simple interest.</p> <p>10% of £1000 = £100</p> <p>Interest = 3 × £100 = £300</p>
6. Compound Interest	Interest paid on the original amount and the accumulated interest .	<p>A bank pays 5% compound interest a year. Bob invests £3000. How much will he have after 7 years.</p> <p>$3000 \times 1.05^7 = £4221.30$</p>
7. Adding or Subtracting Fractions	<p>Find the LCM of the denominators to find a common denominator.</p> <p>Use equivalent fractions to change each fraction to the common denominator.</p> <p>Then just add or subtract the numerators and keep the denominator the same.</p>	<p>$\frac{2}{3} + \frac{4}{5}$</p> <p>Multiples of 3: 3, 6, 9, 12, 15.. Multiples of 5: 5, 10, 15.. LCM of 3 and 5 = 15</p> <p>$\frac{2}{3} = \frac{10}{15}$</p>

		$\frac{4}{5} = \frac{12}{15}$ $\frac{10}{15} + \frac{12}{15} = \frac{22}{15} = 1\frac{7}{15}$
8. Multiplying Fractions	Multiply the numerators together and multiply the denominators together.	$\frac{3}{8} \times \frac{2}{9} = \frac{6}{72} = \frac{1}{12}$
9. Dividing Fractions	<p>‘Keep it, Flip it, Change it – KFC’</p> <p>Keep the first fraction the same Flip the second fraction upside down Change the divide to a multiply</p> <p>Multiply by the reciprocal of the second fraction.</p>	$\frac{3}{4} \div \frac{5}{6} = \frac{3}{4} \times \frac{6}{5} = \frac{18}{20} = \frac{9}{10}$

Year 9: Equations

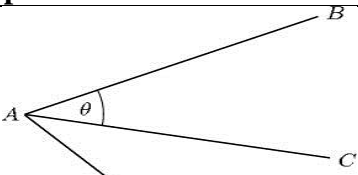
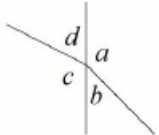
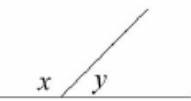
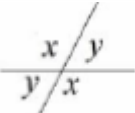
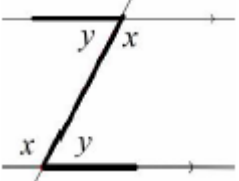
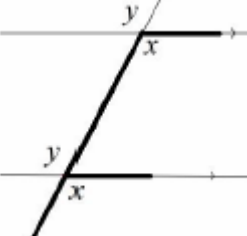
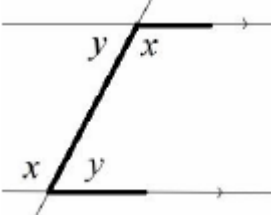
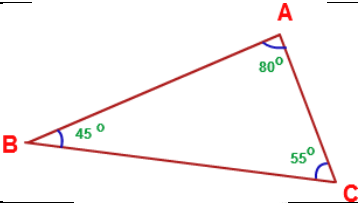
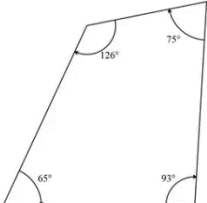
Topic/Skill	Definition/Tips	Example
1. Solve	<p>To find the answer/value of something</p> <p>Use inverse operations on both sides of the equation (balancing method) until you find the value for the letter.</p>	<p>Solve $2x - 3 = 7$</p> <p>Add 3 on both sides</p> $2x = 10$ <p>Divide by 2 on both sides</p> $x = 5$ <p>Solve $3x + 1 = 5x - 3$</p> <p>Subtract $3x$ (the smallest amount of x) from both sides</p> $1 = 2x - 3$ <p>Add 3 on both sides</p> $4 = 2x$ <p>Divide by 2 on both sides</p> $2 = x$
2. Inverse	Opposite	<p>The inverse of addition is subtraction.</p> <p>The inverse of multiplication is division.</p>
3. Rearranging Formulae	Use inverse operations on both sides of the formula (balancing method) until you find the expression for the letter.	<p>Make x the subject of $y = \frac{2x-1}{z}$</p> <p>Multiply both sides by z</p> $yz = 2x - 1$ <p>Add 1 to both sides</p> $yz + 1 = 2x$ <p>Divide by 2 on both sides</p> $\frac{yz + 1}{2} = x$ <p>We now have x as the subject.</p>
4. Writing Formulae	Substitute letters for words in the question.	<p>Bob charges £3 per window and a £5 call out charge.</p> $C = 3N + 5$ <p>Where N=number of windows and C=cost</p>
5. Substitution	<p>Replace letters with numbers.</p> <p>Be careful of $5x^2$. You need to square first, then multiply by 5.</p>	<p>$a = 3, b = 2$ and $c = 5$. Find:</p> <ol style="list-style-type: none"> $2a = 2 \times 3 = 6$ $3a - 2b = 3 \times 3 - 2 \times 2 = 5$ $7b^2 - 5 = 7 \times 2^2 - 5 = 23$

Year 9: Inequalities

Topic/Skill	Definition/Tips	Example
1. Inequality	An inequality says that two values are not equal . $a \neq b$ means that a is not equal to b.	$7 \neq 3$ $x \neq 0$
2. Inequality symbols	$x > 2$ means x is greater than 2 $x < 3$ means x is less than 3 $x \geq 1$ means x is greater than or equal to 1 $x \leq 6$ means x is less than or equal to 6	State the integers that satisfy $-2 < x \leq 4$. -1, 0, 1, 2, 3, 4
3. Inequalities on a Number Line	Inequalities can be shown on a number line. Open circles are used for numbers that are less than or greater than (< or >) Closed circles are used for numbers that are less than or equal or greater than or equal (\leq or \geq)	
4. Solving Inequalities	To find the range of answers/values Solve like an equation. Use inverse operations on both sides of the equation (balancing method) until the unknown is on its own.	Solve $2x - 3 \leq 7$ Add 3 on both sides $2x \leq 10$ Divide by 2 on both sides $x \leq 5$
4. Graphical Inequalities	Inequalities can be represented on a coordinate grid. If the inequality is strict ($x > 2$) then use a dotted line . If the inequality is not strict ($x \leq 6$) then use a solid line . Shade the region which satisfies all the inequalities.	Shade the region that satisfies: $y > 2x, x > 1$ and $y \leq 3$ 
5. Quadratic Inequalities	Sketch the quadratic graph of the inequality. If the expression is $>$ or \geq then the answer will be above the x-axis . If the expression is $<$ or \leq then the answer will be below the x-axis . Look carefully at the inequality symbol in the question.	Solve the inequality $x^2 - x - 12 < 0$ Sketch the quadratic:  The required region is below the x-axis, so the final answer is:

	Look carefully if the quadratic is a positive or negative parabola.	$-3 < x < 4$ If the question had been > 0 , the answer would have been: $x < -3$ or $x > 4$
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Year 9: Angles

Topic/Skill	Definition/Tips	Example
1. Angle Notation	Can use one lower-case letters, eg. θ or x Can use three upper-case letters, eg. BAC	
2. Angles at a Point	Angles around a point add up to 360°.	 $a + b + c + d = 360^\circ$
3. Angles on a Straight Line	Angles around a point on a straight line add up to 180°.	 $x + y = 180^\circ$
4. Opposite Angles	Vertically opposite angles are equal.	
5. Alternate Angles	Alternate angles are equal. They look like Z angles.	
6. Corresponding Angles	Corresponding angles are equal. (Angles in the same place around the point)	
7. Co-Interior Angles	Co-Interior angles add up to 180°. They look like C angles.	
8. Angles in a Triangle	Angles in a triangle add up to 180°.	
9. Angles in a Quadrilateral	Angles in a quadrilateral add up to 360°.	

Year 9 French Knowledge Organiser

Giving an opinion

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

Present tense

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

Future tense

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

Past tense

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

Connectives

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

Intensifiers

Vraiment	Really
Très	Very
Assez	Quite
Un peu	A little bit

Adjectives

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

Useful phrases

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

Free Time Activities

(Expo 3 Rouge Module 1)

Useful phrases

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

Les yeux et les cheveux

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

Time phrases: When?

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

Frequency words/How often?

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

Les émissions de télé

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

Les films

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

La lecture

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

Reading

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

Year 9 French Knowledge Organiser

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

On va...

acheter de souvenirs.

aller au cinéma.

aller à Londres.

écouter des CD.

faire du shopping.

jouer au baby-foot.

jouer au flipper.

manger avec ma famille.

manger au fast-food.

regarder le match.

rentre à la maison.

visiter le Palais de Buckingham.

demain

les projets

What are we going to do tomorrow?

We're going to...

buy souvenirs.

go to the cinema.

go to London.

listen to CDs

do shopping.

play table football.

play pinball.

eat with my family.

eat fast food.

watch the match.

go home.

visit Buckingham Palace.

tomorrow

plans

À l'avenir...

Je vais avoir...

une belle moto/voiture.

des enfants.

Je vais être...

célèbre.

riche.

heureux/heureuse.

Je vais faire...

le tour du monde.

du bénévolat.

Je vais habiter...

dans un appartement de luxe.

dans une grande maison.

à l'étranger.

Je vais rencontrer...

le/la partenaire de mes rêves.

In the future...

I am going to have...

a nice motorbike/car.

children.

I am going to be...

famous.

rich.

happy

I am going to ...

go round the world.

do voluntary work.

I am going to live...

in a luxury apartment.

in a big house.

abroad.

I am going to meet...

my dream partner.

Current and future study and employment

Après le college

à 16 ans

aller au lycée

aller à l'université

être (professeur)

étudier (l'anglais)

faire un apprentissage

faire une licence (de marketing)

quitter le collège/travailler

After school

At the age of 16

go to 6th form college

go to university

to be (a teacher)

to study (English)

to do an apprenticeship

to do a (marketing) degree

leave school/work

(Expo 3

Vert Module 2)

Les matières

le français

l'espagnol

l'allemand

l'anglais

la musique

les sciences

les mathématiques

les maths

l'EPS

l'informatique

le dessin

la géographie

l'histoire

la religion

Pourquoi apprendre les langues ?

parler une langue étrangère

voyager en Europe

habiter à l'étranger

travailler pour une entreprise

apprécier la culture

pour mon métier

comprendre

utiliser

un chauffeur de camion

un secrétaire

le commerce

la langue maternelle

l'Union Européenne

des clients

utile

plus tard dans la vie

seulement

to speak a foreign language

to travel in/to Europe

to live abroad

to work for a company

to appreciate the culture

for my job

to understand

to use

a lorry driver

a secretary

business

mother tongue

the European Union

customers

useful

later in life

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 German Knowledge Organiser: Half Term 1

Wo wohnst du?

Ich wohne in Timperley.
 Ich wohne seit xxx Jahren hier.
 Timperley gefällt mir (nicht).
 Ich wohne (nicht) gern hier.
 Ich mag (nicht) meine Stadt.
 Ich finde es ruhig.
 Ich wohne/ lebe
 Wir wohnen /leben
 in einem Doppelhaus.
 in einem Einfamilienhaus.
 in einem Reihenhaus.
 in einem Wohnblock.
 in einem Wohnmobil.
 in einem Schloss.
 in einem Dorf.
 in einer Wohnung.
 in einer Stadt.
 in den Bergen.
 auf einem Hausboot.
 auf dem Land.
 am See.
 am Stadtrand.
 an der Küste.

Where do you live ?

I live in Timperley.
 I have been living here for xxx years.
 I (do not) like Timperley.
 I (do not) like living here.
 I (do not) like my town.
 I find it quiet.
 I live
 We live
 in a semi-detached house.
 in a detached house.
 in a terraced house.
 in a block of flats.
 in a camper van.
 in a castle..
 in a village.
 in a flat.
 in a town.
 in the mountains.
 on a house boat.
 in the countryside.
 by a lake.
 on the outskirts of town.
 by the sea,

Was gibt es in deiner Stadt ?

Es gibt
 einen Flughafen.
 einen Park.
 einen Bahnhof.
 einen Fluss.
 einen Busbahnhof.
 eine Kirche.
 eine Moschee.
 eine Synagoge.
 eine Bushaltestelle.
 eine Imbissbude.
 ein Museum.
 ein Café.
 ein Restaurant.
 ein Hotel.
 ein Geschäft.
 ein Kino.
 ein Hochhaus.

What is there in your town ?

There is/ are
 an airport.
 a park.
 a train station.
 a river.
 a busstation.
 a church.
 a mosque.
 a synagogue.
 a busstop.
 a take-away.
 a museum.
 a café.
 a restaurant.
 a hotel.
 a shop.
 a cinema.
 a sky-scraper.

Was gibt es auf dem Foto ?

Auf dem Foto gibt es...

What is in the photo ?

In the photo there is / are

Was kann man in deiner Stadt machen ?

Man kann
 ins Restaurant/ Café gehen.
 zum Park gehen.
 einen Stadtbummel machen.
 die Sehenswürdigkeiten besichtigen.
 Kanu fahren.
 nicht tauchen.
 nicht klettern.

What can you do in your town ?

You can
 go to a restaurant/ café.
 go to the park.
 walk around town.
 see the sights.
 go canoeing.
 not go diving.
 not go climbing.

Beschreib dein Haus.

Im ersten/ zweiten/ dritten Stock
 gibt es ...
 ...drei Schlafzimmer.
 ...ein Badezimmer.
 ...eine Toilette.
 ...ein Wohnzimmer.
 ...ein Esszimmer.
 ...eine Küche

Describe your house.

On the 1st/ 2nd/ 3rd floor there is ...
 ...three bedrooms.
 ...a bathroom.
 ...a toilet.
 ...a living room.
 ...a dining room.
 ... a kitchen.

Wie hilfst du zu Hause ?

Ich mache (gar) nichts.
 Ich stehe **früh** auf.
 Ich bereite das Essen vor.
 Ich mache das Bett.
 Ich sehe fern.
 Ich helfe **oft** zu Hause.
 Ich helfe **nie** im Haushalt.
 Ich arbeite **ab und zu** im Garten.
 Ich decke **immer** den Tisch.

How do you help at home ?

I go (absolutely) nothing.
 I get up **early**.
 I prepare the food.
 I make the bed.
 I watch TV.
 I **often** help at home.
 I **never** help at home.
Now and again I work in the garden.
 I **always** lay the table.

Wo ist ... ?

... ist auf dem Schreibtisch.
 ... ist hinter dem Kleiderschrank.
 ... ist neben dem Fenster.
 ... ist über dem Bett.
 ... ist im Kleiderschrank.
 ... ist vor der Tür.

Where is ... ?

... ist on the desk.
 ... is behind the wardrobe.
 ... is next to the window.
 ... is above the bed.
 ... is in the wardrobe.
 ... ist in front of the door.

FUTURE TENSE**Wo wirst du in der Zukunft wohnen ?**

Ich werde in London **wohnen**.
Ich werde in einem Schloss **wohnen**.
Ich werde in einer Wohnung **wohnen**.
Ich werde am Meer **wohnen**.
Mein Haus wird charmant **sein**.
Mein Haus wird schön mobiliert **sein**.

Das wird Spaß **machen**.
Es wird viele Zimmer **geben**.
Es wird echt toll **sein**.
Ich werde viele Tiere **haben**.

Where will you live in the future ?

I will live in London.
 I will live in a castle.
 I will live in a flat.

 I will live by the sea.
 My house will be charming.
 My house will be beautifully furnished.
 It will be fun.
 There will be lots of rooms.
 It will be really great.
 I will have lots of pets.

Beschreib dein Schlafzimmer.

Im In meinem Schlafzimmer gibt es
 einen Fernseher.
 einen Computer.
 einen Schreibtisch.
 einen Kleiderschrank.
 einen Sessel.
 einen Teppich.
 einen Boden.
 eine Kommode
 eine Lampe.
 eine Lichterkette.
 eine Tür.
 ein Bett.
 ein Fenster.
 Kerzen.

Describe your bedroom.

In my bedroom there is/ are
 a TV.
 a computer.
 a desk.
 a wardrobe.
 an armchair
 a carpet.
 a floor.
 a chest of drawers.
 a lamp.
 fairylights.
 a door.
 a bed.
 a window.
 candles.

Wie ist dein Schlafzimmer ?

Mein Schlafzimmer ist
 ... bequem.
 ... bunt.
 ... chaotisch.
 ... gemütlich.
 ... hübsch.
 ... ordentlich.
 ... organisiert.
 ... perfekt.
 ... praktisch.

What is your room like ?

My bedroom is
 ... comfortable.
 ... colourful.
 ... chaotic.
 ... comfortable.
 ... cute.
 ... tidy.
 ... organised.
 ... perfect.
 ... practical.

PHONICS

Ö = schön ö is pronounced like 'er'.
 Ü = über ü is pronounced like 'oo' with pursed lips.
 Ä = gefällt ä is pronounced like 'e'

Bist du gesund? Lebst du gesund?

Ja, ich bin (nicht) (sehr) gesund.

Nein, ich bin (total) ungesund.

Ich esse zum Frühstück Müsli.

Ich esse viel Gemüse und Obst.

Ich esse (oft) (nie) ...

(kein) Hähnchen.

(keinen) Käse.

(keine) Brötchen.

(kein) Brot.

Ich trinke (immer) (kein) Wasser.

Was muss man machen, um gesund zu bleiben?

Man soll Tai Chi oder Yoga machen.

Man soll Sport treiben.

Man soll aktiv sein.

Man soll nachts nicht auf das Smartphone gucken.

Man soll positive denken.

Man muss genug schlafen.

Man muss Zeit mit Freunden oder der

Familie verbringen.

Man muss gesund essen.

Man muss viel Wasser trinken.

Man muss manchmal eine Pause machen.

Ich nehme mir ein bisschen Zeit für mich.

Are you healthy? Do you live healthily?

Yes, I am (not) (very) healthy.

No, I am (really) unhealthy.

I eat muesli for breakfast.

I eat a lot of vegetables and fruit.

I (often) (never) eat ...

(no) chicken.

(no) cheese.

(no) bread rolls.

(no) bread.

I (always) drink (no) water.

What does one need to do (in order) to stay healthy?

You should do Tai Chi or Yoga.

You should do sport.

You should be active.

You should not look at your smartphone at night.

You should think positively.

You must get enough sleep.

You must spend time with Friends or family.

You must eat healthily.

You must drink a lot of water.

You must sometimes take a break.

I take a bit of time for myself.

Warum? Wieso?

Das ist für mich wichtig.

Das ist für mich unwichtig.

Das macht mich glücklich.

Das macht mich unglücklich.

Das stresst mich.

Das stresst mich nicht.

Das nervt mich (gar nicht).

Das ist richtig.

Das ist falsch.

Das stimmt (nicht)

Das schmeckt mir (nicht).

Es gefällt mir.

Why?

That is important for me.

That is not important for me.

That makes me happy.

That makes me unhappy.

That stresses me out.

That does not stress me out.

That (does not) annoys me.

That is correct/ true.

That is incorrect/ wrong.

That's (not) correct.

It (does not) tastes good.

I like it.

Connectives:

und	and
denn	because
oder	or
aber	aber

Adverbs

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

Year 9 German Knowledge Organiser: Half Term 2**PAST TENSE****Was hast du gestern gemacht ?****Ich habe** gestern kein Sport **getrieben**.**Ich habe** gestern Fußball **gespielt**.**Ich habe** gestern Yoga **gemacht**.**Ich habe** gestern gesund **gegessen**.**Ich habe** gestern Wasser **getrunken**.**Ich bin** gestern Rad **gefahren**.**What did you do yesterday ?**

I did no sport yesterday.

I played football yesterday.

I did Yoga yesterday.

I ate healthily yesterday.

I drank water yesterday.

I went cycling yesterday.

FUTURE TENSE**Was wirst du in der Zukunft machen, um gesund zu bleiben ?****Ich werde** in der Zukunft mehr Sport **treiben**.**Ich werde** öfter Fußball **spielen**.**Ich werde** in der Zukunft Yoga **machen**.**Ich werde** in der Zukunft gesünder **essen**.**Ich werde** jeden Tag Wasser **trinken**.**Ich werde** öfter Rad **fahren**.

What will you do in the future to stay healthy ?

I will do more sport in the future.

I will play football more often.

I will do yoga in the future.

I will eat more healthily in the future.

I will drink water everyday.

I will go cycling more often.

Was machst du, wenn es regnet?

Wenn es heiß ist ...
 Wenn es kalt ist ...
 Wenn es neblig ist ...
 Wenn es sonnig ist ...
 Wenn es stürmisch ist ...
 Wenn es windig ist ...
 Wenn es wolkig ist ...
 Wenn es regnet ...
 Wenn es schneit ...
 ,entspanne ich mich.
 ,amüsiere ich mich.
 ,gucke ich auf mein Handy.
 ,sehe ich Netflix.
 ,lese ich.
 ,höre ich Musik.
 ,gehe ich mit Freunden aus.

Wieso?

,weil es Spaß macht.
 ,weil es mich glücklich macht.
 ,weil es mir gefällt.

What do you do when it's raining?

When it is hot ...
 When it is cold ...
 When it is foggy ...
 When it is sunny ...
 When it is stormy ...
 When it is windy ...
 When it is cloudy ...
 When it rains ...
 When it snows ...
 I relax.
 I have fun.
 I look at my phone.
 I watch Netflix.
 I read.
 I listen to music.
 I go out with friends.

because it is fun.
 because it makes me happy.
 because I like it.

Future Tense with 'mögen' (to like)**Ich mag = I like****Was möchtest du in der Zukunft machen?**

Ich möchte mehr Sport treiben.
 Ich möchte gesünder essen.

Was möchtest du nächstes Wochenende machen?

Ich möchte ins Kino gehen.
 Ich möchte in die Stadt gehen.
 Ich möchte Tennis spielen.
 Ich möchte eine Radtour machen.
 Ich möchte meine Großeltern besuchen.
 Ich möchte mit Freunden ausgehen.
 Ich möchte mich entspannen.

Ich möchte = I would like**What would you like to do in the future?**

I would like to do more sport.
 I would like to eat more healthily.

What would you like to do next weekend?

I would like to go to the cinema.
 I would like to go to town.
 I would like to play tennis.
 I would like to do (go on) a bike ride
 I would like to visit my grandparents
 I would like to go out with friends.
 I would like to relax.

Was hast du gestern gemacht, als es geregnet hat?

Als es geregnet hat
 Als es geschneit hat
 Als es kalt war
 Als es warm war
 ,habe ich mich entspannt.
 ,habe ich mich amüsiert.
 ,habe ich auf mein Handy geguckt.
 ,habe ich Netflix gesehen.
 ,habe ich gelesen.
 ,habe ich Musik gehört
 ,bin ich mit Freunden ausgegangen.
 ,bin ich Radgefahren.
 ,bin ich zu Hause geblieben.

What did you do yesterday, when it rained?

When it rained
 When it snowed
 When it was cold
 When it was warm
 I relaxed.
 I had fun.
 I looked at my phone.
 I watched Netflix.
 I read.
 I listened to music.
 I went out with friends.
 I went on a bike ride.
 I stayed at home.

Future Time Expressions:

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

Past Time Expressions:

Gestern	yesterday
Letztes Wochenende	last weekend
Letztes Jahr	last year
Letzten Sommer	last Summer
Früher	before

FILM MUSIC



A. The Purpose of Music in Film

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

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

D. Leitmotifs

LEITMOTIF – A frequently recurring short melodic or harmonic idea which is associated with a character, event, concept, idea, object or situation which can be used directly or indirectly to remind us of one not actually present on screen. Leitmotifs can be changed through **SEQUENCING, REPETITION** or **MODULATION** giving a hint as to what may happen later in the film or may be heard in the background giving a “subtle hint” to the listener e.g. the “*Jaws*” Leitmotif



B. How the Elements of Music are used in Film Music

PITCH AND MELODY – **RIISING MELODIES** are often used for increasing tension, **FALLING MELODIES** for defeat. Westerns often feature a **BIG THEME**. **Q&A PHRASES** can represent good versus evil. The **INTERVAL OF A FIFTH** is often used to represent outer space with its sparse sound. **DYNAMICS** – **FORTE (LOUD)** dynamics to represent power; **PIANO (SOFT)** dynamics to represent weakness/calm/resolve. **CRESCENDOS** used for increasing threat, triumph or proximity and **DECRESCENDOS** or **DIMINUENDOS** used for things going away into the distance. Horro Film soundtracks often use **EXTREME DYNAMICS** or **SUDDEN DYNAMIC CHANGES** to ‘shock the listener’.

HARMONY – **MAJOR** – happy; **MINOR** – sad. **CONSONANT HARMONY OR CHORDS** for “good” and **DISSONANT HARMONY OR CHORDS** for “evil”. **SEVENTH CHORDS** often used in Westerns soundtracks.

DURATION – **LONG** notes often used in Westerns to describe vast open spaces and in Sci-Fi soundtracks to depict outer space; **SHORT** notes often used to depict busy, chaotic or hectic scenes. **PEDAL NOTES** – long held notes in the **BASS LINE** used to create tension and suspense.

TEXTURE – **THIN/SPARE** textures used for bleak or lonely scenes; **THICK/FULL** textures used for active scenes or battles.

ARTICULATION – **LEGATO** for flowing or happy scenes, **STACCATO** for ‘frozen’ or ‘icy’ wintry scenes. **ACCENTS (>)** for violence or shock.

RHYTHM & METRE – 2/4 or 4/4 for Marches (battles), 3/4 for Waltzes, 4/4 for “Big Themes” in Westerns. **IRREGULAR TIME SIGNATURES** used for tension. **OSTINATO** rhythms for repeated sounds e.g. *horses*.

C. Film Music Key Words

SOUNDTRACK – The music and sound recorded on a motion-picture film. The word can also mean a commercial recording of a collection of music and songs from a film sold individually as a CD or collection for digital download.

MUSIC SPOTTING – A meeting/session where the composer meets with the director and decides when and where music and sound effects are to feature in the finished film.

STORYBOARD – A graphic organiser in the form of illustrations and images displayed in sequence to help the composer plan their soundtrack.

CUESHEET – A detailed listing of **MUSICAL CUES** matching the visual action of a film so that composers can time their music accurately.

CLICK TRACKS – An electronic **METRONOME** which helps film composers accurately time their music to on-screen action through a series of ‘clicks’ (often heard through headphones) – used extensively in cartoons and animated films.

DIEGETIC FILM MUSIC – Music within the film for both the characters and audience to hear e.g. *a car radio, a band in a nightclub or sound effects*.

NON-DIEGETIC FILM MUSIC – Music which is put “over the top” of the action of a film for the audience’s benefit and which the characters within a film can’t hear – also known as **UNDERScore** or **INCIDENTAL MUSIC**.

E. History of Film Music

Early films had no soundtrack (“**SILENT CINEMA**”) and music was provided live, usually **IMPROVISED** by a pianist or organist. The first **SOUNDTRACKS** appeared in the 1920’s and used existing music (**BORROWED MUSIC** – music composed for other (non-film) purposes) from composers such as Wagner and Verdi’s operas and ballets. In the 1930’s and 1940’s Hollywood hired composers to write huge Romantic-style soundtracks. **JAZZ** and **EXPERIMENTAL MUSIC** was sometimes used in the 1960’s and 1970’s. Today, film music often blends **POPULAR, ELECTRONIC** and **CLASSICAL** music together in a flexible way that suits the needs of a particular film.

F. Film Music Composers and their Soundtracks



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



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



James Horner
Titanic
Apollo 13
Braveheart
Star Trek II
Aliens



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



Danny Elfman
Mission Impossible
Batman Returns
Men in Black
Spider Man



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



Bernard Herrmann
Psycho
Vertigo
Taxi Driver

Year 9 Unit 1: Health and Wellbeing

KNOWLEDGE

H30. how to identify risk and manage personal safety in increasingly independent situations, including online

H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety

H32. the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling

H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators.

H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing

H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)

H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)

SKILLS

1. Engage with and reflect on different ideas, opinions and beliefs to help develop personal opinion.
2. Can express and explain opinions through discussion and written work.
3. Develop empathy with others and an understanding of how to safely and respectfully interact.
4. Is reflective about the knowledge and skills needed for setting realistic targets and personal goals.
5. Work individually and with others to negotiate, plan and take action.
6. Can recognise and reduce risk, minimising harm and getting help.
7. Develop skills of enquiry and advocacy via research and group work





Y9: Unit 1 Buddhism

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

Knowledge Organiser

Lesson 1-2

Buddhism: What is it all about?

Buddhism is different to most faiths – what are some of its key beliefs and features?

Who was the founder of Buddhism: Siddhartha Gautama?

Born an Indian Prince who was destined to change his entire life and the lives of millions of others. What happened and can he be seen to be a positive role model?

Lesson 7-8

Anicca & Anatta: What makes you, you?

Anicca and anatta are 2 of the universal truths taught by the Buddha. What do they mean and why are they important in understanding our existence?

Is Buddhism scientific?

We live in an increasingly scientific world – can Buddhism cope with this?

Lesson 3-4

What is the Eightfold Path?

Magga (or the middle way) is vital to Buddhists – what is it made up of and why is it important?

The Five Moral Precepts: Should we all follow them?

Being morally good is really important to Buddhists – what are the 5 moral precepts and how do they help Buddhists to be good?

Lesson 9-10

End of unit assessment on Buddhism and feedback

Lesson 5-6

5. Ahimsa: Should we experiment on animals?

Ahimsa is the basic idea of not bringing harm to any living thing. Should we therefore experiment on animals?

6. Dukkha P4C: Why do we suffer?

Suffering is a big problem in our world and comes in a variety of different shapes and sizes. How do Buddhists view the problem of suffering and can we do anything to prevent it?

Year 9 – Experimental Skills in Science



Explosive



Flammable



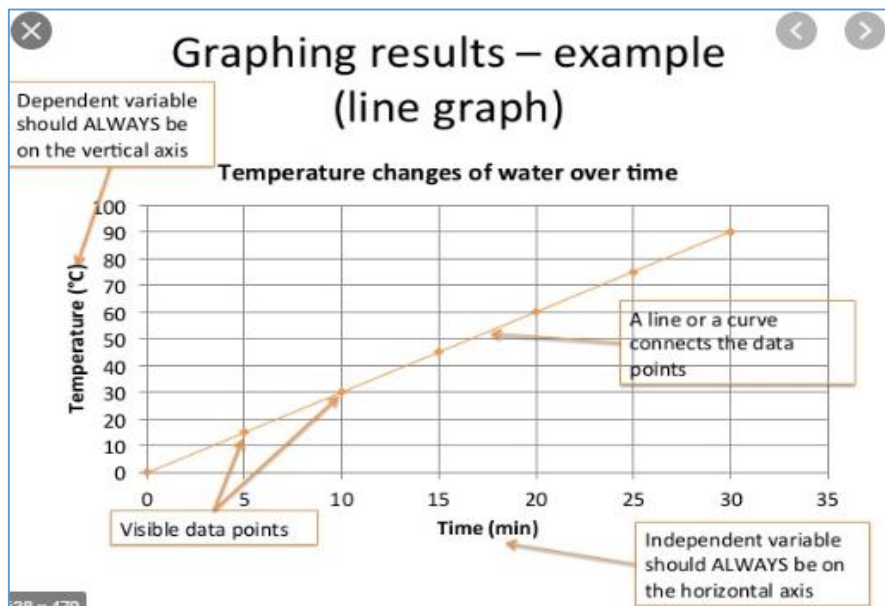
Corrosive



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