Wellington School



Knowledge Organisers Year 9 Spring 2024

Knowledge Organisers

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

<u>Contents</u>

An introduction to Knowledge Organisers Art Computing Drama Design Technology (DT) English Geography History Mathematics MFL Music PSHE Religion, Ethics and Philosophy (REP)

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

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

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

How can parents use them?

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

How the booklet is organised

The knowledge organisers are in alphabetical order by subject.

Year 9

Knowledge Organiser term 2&3

Art Nouveau

Line Printing

Project outline

Throughout this project you will learn about the Art Nouveau movement.

You will :

- Take inspiration from Art Nouveau movement
- Understand the Style of Art Nouveau
- Design your own Art Nouveau rotational pattern

For your final piece you will:

Develop your pattern into a 3 colour lino print

Keywords

Mark making Natural Forms Mass production **Repeated Pattern** Ink Roller Art Nouveau Cutter/Blades Craft Experiment Pattern print Surface

Stylised Rotation









Skills

Develop a range of drawing techniques and mark making skills whilst still showing formal elements & observation

Take inspiration from Art Nouveau Artists and craftspeople

--Understand the movement and the style of Art Nouveau

-Apply ideas and techniques of the artist/MOVEMENT

Develop repeated patterns

Learn how to produce a 3 colour lino print

Develop a composition and manipulate media

--Using artist style, following plan



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

rtists renown fo ino/block printing

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



Computer Science Basics

Binary Number System

Converting **binary to denary** numbers. Example: Convert 01110101 to denary.

1. Write the place values above each bit (1 or 0).

Place value	128	64	32	16	8	4	2	1
	0	1	1	1	0	1	0	1

2. Add up the place values where there is a 1 below it.

64 + 32 + 16 + 4 + 1 = **<u>117</u>**

Logic Gates

Name	Graphic Symbol	Algebraic Function	Truth Table
AND	A B	F = A + B or F = AB	A B F 0 0 0 0 1 0 1 0 0 1 1 1
OR		F = A + B	A B F 0 0 0 0 1 1 1 0 1 1 1 1
NOT		$F = \overline{A}$ or F = A'	A F 0 1 1 0

von Neumann Architecture

In 1945, John von Neumann proposed a design for computer systems which is still used in most computers today.

Computer programs (instructions) and data are stored in **memory**. Instructions are **fetched** in sequence by the **central processing unit** (CPU). They are then executed **one-at-a-time**. Instructions and data travel between components on wires called a **bus**.







Above: data and instructions move between computer components on buses.

Left: Instructions are fetched in sequence from memory (RAM). They are then carried out (executed) by the CPU. Data (your work) may be stored in RAM.

Drama Knowledge Organiser: Year 9

Techers	Practitioners	Frantic Assembly
 Play write = John Godber Comedic play offering a social commentary. Multirole Breaking the forth wall Devising Stereotypes 	 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. 	 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 	<section-header> Image: Development Building Buildi</section-header>	<section-header><section-header> extor/ exto</section-header></section-header>

SYMBOL FOR

Year 9 Cooking and Nutrition Knowledge Organiser

PRIMARY

RESEARCH

Focus groups

Hygiene and Safety – The four C's

Food hygiene & safety is a 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.



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EXPLORATORY

RESEARCH

Surveys/

Observations

World Cuisine

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.







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.



World Cuisine's popular in the UK:

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

Key vocabulary

Process by which bacteria or other microorganisms are unintentionally transferred from one substance or object to another, with harmful effect.

Detailed examination of the given task.

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 preexisting data samples.

Secondary research or desk research is a research method that involves using already existing data. Existing data is summarised and collated.



design technology Year 9 Product Design Knowledge Organiser

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:
 - o 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

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.

			.	whi
Тс	ools & Equipme	nt	Design Brief	An
30			Specification	aim A st func
	Steel rule	Soldering Iron	CAD	Con
Il square			САМ	Con cutt
-		District.	Finishing	The or p
Bench vice	Bench hook	Tenon saw	Prototype	A pr
🚇 🔍 🔝				nee imp
			PPE	Per
		Sand Paper	Timber is a natu	iral n
		CHINTNUT Cellulose Scanding Martinetter	Softwood	rom /hich
Pillar drill	Belt & Disc sander	Sealant	s	ustai
Thermoplastic polyr can be heated and s	ners are chemically haped many times.	/ manufactured and	s s	egro\ trong
Acrylic Acryli lightw a vari transp good e easily	c is used in sheet fo reight or shatter-res ety of colours it can parent. Acrylic is du electrical insulator . It is recyclable and led	rm it is sistant. It comes in be frosted or rable and is a but scratches d can be heat	Hardwood ti ti a b	lardw rees, ne au re no ouy
	Try square Try square Bench vice Bench vice LED Fillar drill Thermoplastic polyr can be heated and s Acrylic Acrylic Acrylic Acrylic	Tools & EquipmentTry squareSteel ruleSteel ruleSteel ruleSteel ruleSteel ruleBench viceBench hookEbench viceBench hookSide cuttersSide cuttersSide cuttersSide cuttersFillar drillSide cuttersFillar drillSide cuttersConstantSide cuttersSide cutters	<th< td=""><td>Tools & EquipmentImage: Try squareSteel ruleSoldering IronSteel ruleSoldering IronCADImage: Steel ruleSoldering IronCAMImage: Steel ruleSoldering IronCAMImage: Steel ruleSoldering IronCAMImage: Steel ruleImage: Soldering IronCAMImage: Soldering IronImage: Soldering IronSoldering IronImage: Soldering Iron</td></th<>	Tools & EquipmentImage: Try squareSteel ruleSoldering IronSteel ruleSoldering IronCADImage: Steel ruleSoldering IronCAMImage: Steel ruleSoldering IronCAMImage: Steel ruleSoldering IronCAMImage: Steel ruleImage: Soldering IronCAMImage: Soldering IronImage: Soldering IronSoldering IronImage: Soldering Iron





Key vocabulary

Design Context The circumstances, problem or setting in which a product will be used.

written outline which explains the ns and objectives of a project.

statement that details exactly a products nction and the design requirements.

mputer aided design

mputer aided manufacture e.g. laser tter

e process of applying a finish to preserve protect a material & improve aesthetics. prototype is a model that is built to test see if it is successful or whether it

eds further modification or

provements.

rsonal protective equipment are items

material with imperfections, knots and I with the grain

a coniferous trees that are evergreen, h are faster to grow and are less nsive than hardwoods. Softwoods are a anable material as the resource can be own and not depleted. Softwoods are and easy to work with.

wood. Hardwoods come from deciduous s, which have large flat leaves that fall in autumn. Hardwoods take longer to grow, not easily sourced and are expensive to design technology Year 9 Product Design Knowledge Organiser

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 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 Miter Joint than 0 degrees.

Tools & Equipment Key vocabulary Design Context | The circumstances, problem or setting in which a product will be used. An written outline which explains the **Design Brief** aims and objectives of a project. Try square Steel rule Mitre Clamps 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 Bench hook Bench vice Tenon saw The process of applying a finish to preserve Finishing or protect a material & improve aesthetics. A prototype is a model that is built to test Prototype to see if it is successful or whether it Coping saw Chisel File needs further modification or improvements. Personal protective equipment are items PPE such as goggles and aprons. Pillar drill Belt & Disc sander Screw driver Timber is a natural material with imperfections, knots and grain – always sand with the grain

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



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.

Softwood



Manufactured boards are timber produced by gluing wood layers or wood fibres together.



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.

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 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 0
 - Embroidery stitches (hand & machine) 0
- Using a sewing machine to complete a range of construction techniques:
 - Seams 0
 - Hems 0
 - Application of components 0
- Understanding the properties of materials
 - Polyester 0
 - Fleece 0
- Understand CAM using computerised embroidery



Product		
Jse of woven, knitted	Consideration of a	Follow t
x non-woven naterials	specified target market	Move sl
Driginality	Creative	Tie long
Components used as lecoration	Efficient use of materials	Hold sci around
A variety of hand embroidery stitches	Components & fastenings	Only one
CAM embroidery	Machine appliqué	Never u









Health & safety

llow teacher instructions

ove slowly around the room do not run

e long hair back

old scissors or shears correctly when walking ound the room.

ly one person operating a sewing machine at

ever use a sewing machine unless supervised a teacher or technician

Turn off the sewing machine when not in use.

Report any injuries or breakages to the teacher immediately

What a product does, how it works and what it will be used for? Is it sensory or

A decorative technique whereby a fabric placed on the back and visible on the

A Design Brief is a written outline which explains the aims and objectives of a

Key Knowledge	Definition	A View	
Tragedy/Tragic Hero	A play dealing with tragic events and having an unhappy ending, especially one concerning the downfall of the main character- the Tragic Hero	from the	
Hubris	Excessive pride or self-confidence	Bridge	
Sympathetic	Feeling, showing, or expressing sympathy		
Subservient	Willing to do what other people want, or considering your wishes as less important than those of others		
Climax	The most intense, exciting, or important point of something	The second s	
Foreshadows	A warning or indication of (a future event)	A View from the Bridge	
Masculinity	Qualities or attributes regarded as characteristic of men or boys	Arthur Miller (Born	
Community	A group of people living in the same place or having a particular characteristic in common	1915) was an American playwright,	
Immigrant	A person who comes to live permanently in a foreign country	essayist and screenwriter in the	
Protagonist	The leading character or one of the major characters	20th-century American theatre.	
Catharsis	The process of releasing, and thereby providing relief from, strong or repressed emotions	The play is set in the 1950s in	
Realism	The quality or fact of representing a person or thing in a way that is accurate and true to life	the story of Eddie Carbone, an Italian American	
Naturalistic Dialogue	Dialogue written in a style to mimic real life conversation	his wife, Beatrice, and his niece, Catherine. When	
Colloquial Language	Everyday, informal language	Rodolpho, arrive illegally from Italy and move into the	
American Dream	The ideal that every citizen of the United States should have an equal opportunity to achieve success and prosperity through hard work, determination, and initiative	Eddie's intense love for Catherine drives him to betray his family's trust.	



Year 9 Geography **Unit 2: Challenges of Development**





Definition



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

• Figh Income Country - a country whe	0	People reaching an		
Lesson 3-4 Development is uneven because - Some countries are landlocked and so can't trade as easily	Lesson 5 Human development index (HDI) was created to better measure development. HDI combines:	Lesson 6 The UK developed during the Industrial Revolution. Today five countries, BRICS, are	Develol ment	acceptable standard of living or quality of life.
 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 	 Living standards: the GNI per capita Health: the life expectancy Education: the average number of years of schooling children receive 	considered to be going through rapid economic development. This will mean that the % employed in primary, secondary and tertiary industries will change.	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
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.	Economic development	A measure of a country's wealth and how it is generated (for example agriculture is considered less economically advanced then banking).
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	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.
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.	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.	Osaka20.1Karachi24.8Beijing19.5Cairo24.5New York18.6Lagos24.2Cairo18.4Mexico City23.9Quartz qz.comData: United Nations	Quality of Life	The general well being of people, which includes income, health, education, employment and the environment.



Year 9 Geography Unit 3: Climate Change and Atmospheric Hazards

orbital tilt

extinct



KEYWORDS



Lesson 1: Hazard risk What is a natural hazard? They are extreme natural events that can cause loss of life, extreme damage to property and disruption to human activity. What factor can increase risk? Urbanisation: With a more dense population urbanisation can increase hazard risk as there will be a more dense population which would increase the chance of those injured and the death rate.	Lesson 2: Global atmospheric circulation Global atmospheric circulation <u>creates winds</u> across the planet as <u>air moves from areas of high</u> <u>pressure to areas of low pressure</u> . It also leads to areas of high rainfall, like tropical rainforests, and areas of dry air, like deserts Polar – Ferrel – Hadley	 Lesson 3: Formation of tropical storms A tropical storm is a huge storm that develops in the tropics. They form over warm oceans above <u>27 degrees</u> Celsius. They form between <u>5 and 15 degrees north and south of the equator.</u> 	Hazard Risk	Definition The probability of a hazard event causing harmful consequences (death, injury, loss of property, damage to environment etc.).
Lesson 4 – Lesson 5: Hurricane Katrina Hit New Orleans 29 th August 2005. Cat 3 storm – 120 miles per hour	Lesson 6: Reducing the impacts of tropical storms Monitoring/ prediction: hurricane watch and hurricane warning Protection: reinforce windows and doors, houses close to the coast built on stilts, sea walls built to prevent flooding Planning: Reduces hazard risk, education and evacuation plans	 Lesson 7: Storm Fani Cyclone Fani made landfall in India <u>3rd May 2019.</u> <u>1.6 million</u> people were evacuated Storm surge breached the embankments <u>53,000 acres</u> of agricultural land damaged <u>17 deaths</u> in Bangladesh 	Climate Tropical Storm change	A very intense storm with winds faster than 73 miles per hour that forms over tropical oceans. The change in global or regional climate patterns.
 Coast guards rescued 33,500 people \$62. 3 billion in aid Coast guards rescued 33,500 people \$62. 3 billion in aid 	Lesson 8: Global warming vs climate change Global warming is the long- term heating of Earth's surface due to human activities which increases heat-trapping greenhouse gas levels in Earth's atmosphere	Lesson 9: Extreme weather in the UK Extreme weather is an weather that is unusual or unexpected. Examples of extreme weather in the UK: • Strong winds and storms • Droughts • Floods	Mitigation	and severity of climate change such as through using environmentally friendly technology.
Lesson 10: Storm Desmond1000 people evacuatedDecember 2015 storm hit500bn in damagedCumbria with record breaking rainfall of 341.4mm in 24 hours200 military personnelhad to support evacuationevacuation	Lesson 11 – 14: Climate change Human Causes: Fossil fuels and cattle farming Physical causes: Volcanic eruptions and Fossil fuels and cattle farming Physical causes: Volcanic eruptions and	ect How can we manage climate change? Carbon capture – this is the removal of co2 from power stations and storing it underground.	Tropical Storms	e QR codes for useful links

Wellington School

Wellington History

Year 9 HT 3 Knowledge Organiser



How did the rise of dictatorships during the twentieth century impact the lives of the people?

 How did the rise of dictatorships during the twentieth century impact the lives of the people? Stop, think and link: Power and Democracy and WW1 Change and continuity Want to explore further? Series: Hitler's Circle of Evil Film: Hitler The Rise of Evil Documentary: https://www.youtube.com/watch?v=RnrPqoQw_D8 https://www.bbc.co.uk/bitesize/clips/zs4vr82 https://www.bbc.co.uk/history/historic_figures/mussolini_benito.sh tml https://www.bbc.co.uk/bitesize/topics/zsfbng8 	 Key Questions How did the peace process work after WW1? What problems did countries face after the Great War? How did problems after the Great War lead to an increase in totalitarian governments? What did Fascism develop in Italy? How did Stalin become leader of the Soviet Union? How did Hitler consolidate his power and turn Germany into a dictatorship? What was life like for Germans living under Hitler's rule? What was life like for Italians in fascist Italy? What was like live for those living in the Soviet Union? 	 Keywords Armistice: an agreement made by opposing sides in a war to stop fighting for a certain time; a truce Tyrant: a cruel and oppressive ruler Totalitarianism: a system of government that is centralized and dictatorial and requires complete subservience to the state. Dictatorship: form of government in which one person or a small group possesses absolute power Democracy: government by the people; especially : rule of the majority
<image/>	Key events and Key People Nov 11 th 1919: WW1 ends June 28 th 1919: Treaty of Versailles signed 27 th October 1922: The Blackshirts march on Rome 21 st Jan 1924 – Vladimir Lenin dies January 30 th 1933: Hitler becomes Chancellor June 30 th 1934: The Night of the Long Knives August 2 nd 1934: Death of President Hindenburg 30 th April 1945: Hitler commits suicide 28 April 1949: Benito Mussolini is shot and dies 5 th March 1953: Stalin dies after suffering a stroke	 Fascism: a far-right form of government in which most of the country's power is held by one ruler. Communism: What is the simple definition of communism? Communism is a political and economic ideology that positions itself in opposition to liberal democracy and capitalism Nationalism: identification with one's own nation and support for its interests Purge: to remove (a group of people considered undesirable) from an organization or place in an abrupt or violent way Police state: a country in which the government uses the police to severely limit people's freedom



Wellington History Year 9 HT 4 Knowledge Organiser Why was the Second World War so significant? What can Ike Alterman teach us about the Holocaust?



What and why?	Key Questions	<u>Keywords</u>
✓ You will learn about how the causes of the Second World War were closely linked to the First World War.	How did Hitler's foreign policy cause World War 2?	Air Raid
 You will learn about why the Second World War was so damaging to the lives of ordinary people. 	What was it like living in Britain during World War 2?	An attack in which bombs are dropped from aircraft Axis Powers
✓ You will learn about how the War changed the lives of European Jews through the life a local Holocaust survivor.	What was it like living in Germany during World War 2?	Name given to Germany, Italy, Japan Allied Powers
Want to explore further?	Was the Second World War a global war?	Name given to Britain, France, USA and USSR Blitz
Book: Woeful Second World War by Terry Deary Book: My Story Wartime Princess by Valerie Wilding	What was Hitler's Final Solution?	Bombing Raid Blitzkreig
Book: My Secret War Diary by Marcia Williams Website: https://www.bbc.co.uk/teach/class-clips-video/history-	Who was to blame for the Holocaust?	Lightning War Civilians
ks2-world-war-two/zjnyscw Website: https://www.bbc.co.uk/bitesize/articles/zt48dp3	• Why did the war end?	Non-Combatants in war Concentration Camps
	What was the turning point of the War?	Large prison camps for confinement and persecution of prisoners
	Key events and Key People	Allied attack on Western Europe Evacuation
	 1939 Hitler invades Poland on 1 September. Britain and France declare war on Germany two days later. 1940 German 'Blitzkrieg' overwhelms Belgium, Holland and France. 1941 Hitler begins Operation Barbarossa - the invasion of Russia. Japan attacks Pearl Harbour, and the US enters the war. 1942 Mass murder of Jewish people at Auschwitz and the Extermination camps begins. 1943 Surrender at Stalingrad marks Germany's first major defeat in Russia. 1944 Soviet offensive gathers pace in Eastern Europe. German troops begin retreats. D Day: The Allied invasion of France. Paris is liberated in August. 1945 Russians reach Berlin: Hitler commits suicide and Germany surrenders on 7 May. After atomic bombs are dropped on Hiroshima and Nagasaki, Japan surrenders on 14 August. 	Leaving your home Holocaust Mass murder of Jews in occupied Europe Liberate To set free Rationing Fixed amounts of food and goods Racism Discrimination and prejudice against people based on their race or ethnicity Discrimination To treat people unfairly because of their age, race, gender, ability or sexuality

Year 9: Indices

Topic/Skill	Definition/Tips	Example
1. Square	The number you get when you multiply a	1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121,
Number	number by itself.	144, 169, 196, 225
		$9^2 = 9 \times 9 = 81$
2. Square Root	The number you multiply by itself to get	$\sqrt{36} = 6$
	another number.	
		because $6 \times 6 = 36$
	The reverse process of squaring a number.	2
3. Solutions to	Equations involving squares have two	Solve $x^2 = 25$
$x^2 =$	solutions, one positive and one negative.	
		x = 5 or x = -5
		This can also be written as $x = \pm 5$
4. Cube	The number you get when you multiply a	1, 8, 27, 64, 125
Number	number by itself and itself again.	$2^{3} = 2 \times 2 \times 2 = 8$
5. Cube Root	The number you multiply by itself and	$\sqrt[3]{125} = 5$
	usen again to get another number.	
	The reverse process of cubing a number	because $5 \times 5 \times 5 = 125$
6 Powers of	The powers of a number are that number .	The powers of 3 are:
0.10wcis01	raised to various powers	$3^1 - 3$
	raised to various powers.	$3^{2} - 9$
		$3^{3} - 27$
		$3^{4} = 81$ etc
7.	When multiplying with the same base	$7^5 \times 7^3 = 7^8$
Multiplication	(number or letter), add the powers.	$a^{12} \times a = a^{13}$
Index Law	($4x^5 \times 2x^8 = 8x^{13}$
	$a^m \times a^n = a^{m+n}$	
8. Division	When dividing with the same base (number	$15^7 \div 15^4 = 15^3$
Index Law	or letter), subtract the powers .	$x^9 \div x^2 = x^7$
		$20a^{11} \div 5a^3 = 4a^8$
	$a^m \div a^n = a^{m-n}$	
9. Brackets	When raising a power to another power,	$(y^2)^5 = y^{10}$
Index Laws	multiply the powers together.	$(6^3)^4 = 6^{12}$
		$(5x^6)^3 = 125x^{18}$
10.11.	$(a^m)^n = a^{mn}$	
10. Notable	$p = p^{1}$	$99999^{\circ} = 1$
Powers	$p^{\circ} = 1$	1 1
11. Negative	A negative power performs the reciprocal.	$3^{-2} = \frac{1}{22} = \frac{1}{2}$
Powers	$a^{-m} = \frac{1}{m}$	32 9
12 Fractional	The denominator of a fractional power acts	2 2
Powers	as a 'root'	$27\overline{3} = (\sqrt[3]{27})^2 = 3^2 = 9$
100015	as a 1001.	
	The numerator of a fractional power acts as	$(25)^{\frac{3}{2}}$ $(\sqrt{25})^{3}$ $(5)^{3}$ 125
	a normal power.	$\left(\frac{23}{16}\right)^2 = \left(\frac{\sqrt{23}}{\sqrt{46}}\right)^2 = \left(\frac{3}{4}\right)^2 = \frac{123}{64}$
		(10) $(\sqrt{16})$ (4) 64
	$\frac{m}{m}$ $(n/2)^m$	
	$an = (\sqrt{a})$	

Year 9: Standard Form

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

Year 9: Basic Algebra

Topic/Skill	Definition/Tips	Example
1. Expression	A mathematical statement written using symbols numbers or letters	$3x + 2$ or $5y^2$
2. Equation	A statement showing that two expressions are equal	2y - 17 = 15
3. Identity	An equation that is true for all values of the variables An identity uses the symbol: \equiv	$2x \equiv x + x$
4. Formula	Shows the relationship between two or more variables	Area of a rectangle = length x width or $A = LxW$
5. Simplifying Expressions	Collect 'like terms'. Be careful with negatives. x^2 and x are not like terms.	2x + 3y + 4x - 5y + 3 = $6x - 2y + 3$ $3x + 4 - x^{2} + 2x - 1 = 5x - x^{2} + 3$
6. <i>x</i> times <i>x</i>	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 $p^3=2x2x2=8$, not 2x3=6
8. $p + p + p$	The answer is 3p not p^3	If p=2, then $2+2+2=6$, not $2^3 = 8$
9. Expand	To expand a bracket, multiply each term in the bracket by the expression outside the bracket.	3(m+7) = 3x + 21
10. Factorise	The reverse of expanding . Factorising is writing an expression as a product of terms by 'taking out' a common factor .	6x - 15 = 3(2x - 5), where 3 is the common factor.

Year 9: Algebra: Intro to Quadratics and Rearranging Formulae

Topic/Skill	Definition/Tips	Example
1. Quadratic	A quadratic expression is of the form	Examples of quadratic expressions:
		x ²
	$ax^2 + bx + c$	$8x^2 - 3x + 7$
	where a, b and c are numbers, $a \neq 0$	Examples of non-quadratic expressions:
		$2x^3 - 5x^2$
2 Esstariaires	When a quadratic approacian is in the form	9x - 1
2. Factorising	when a quadratic expression is in the form $x^2 + bx + a$ find the two numbers that add	$x^{2} + 7x + 10 = (x + 5)(x + 2)$ (because 5 and 2 add to give 7 and
Quadratics	x + bx + c find the two numbers that au to give b and multiply to give c	(because 5 and 2 and to give 7 and multiply to give 10)
	to give b and multiply to give c.	multiply to give 10)
		$x^{2} + 2x - 8 = (x + 4)(x - 2)$
		(because +4 and -2 add to give +2 and
		multiply to give -8)
3. Difference	An expression of the form $a^2 - b^2$ can be	$x^2 - 25 = (x + 5)(x - 5)$
of Two	factorised to give $(a + b)(a - b)$	$16x^2 - 81 = (4x + 9)(4x - 9)$
Squares		
4. Factorising	When a quadratic is in the form	Factorise $6x^2 + 5x - 4$
Quadratics	$ax^2 + bx + c$	
when $a \neq 1$	1. Multiply a by $c = ac$	$1.6 \times -4 = -24$
	2. Find two numbers that add to give b and	2. Two numbers that add to give $+5$ and
	multiply to give ac.	multiply to give -24 are $+8$ and -3
	3. Re-write the quadratic, replacing <i>bx</i> with	$3.6x^2 + 8x - 3x - 4$
	A Easterise in pairs you should get the	4. Factorise in pairs: $2\pi/2\pi + 4$ 1(2 $\pi + 4$)
	4. Factorise in pairs – you should get the	2x(3x + 4) - 1(3x + 4)
	5 Write your two brackets - one will be the	5. Answer = $(5x + 4)(2x - 1)$
	repeated bracket, the other will be made of	
	the factors outside each of the two brackets.	
5. Inverse	Opposite	The inverse of addition is subtraction.
		The inverse of multiplication is
		division.
6. Rearranging	Use inverse operations on both sides of	Make x the subject of $y = \frac{2x-1}{x}$
Formulae	the formula (balancing method) until you	5 5 Z
	find the expression for the letter.	Multiply both sides by z
		vz = 2x - 1
		Add 1 to both sides
		yz + 1 = 2x
		Divide by 2 on both sides
		yz + 1
		$\frac{1}{2} = x$
		We now have x as the subject.

Topic: Surds

Topic/Skill	Definition/Tips	Example
1. Rational	A number of the form $\frac{p}{q}$, where p and q are	$\frac{4}{9}$, 6, $-\frac{1}{2}$, $\sqrt{25}$ are examples of rational
Number	integers and $q \neq 0$.	numbers.
	A number that cannot be written in this form is called an 'irrational' number	π , $\sqrt{2}$ are examples of an irrational numbers.
2. Surd	The irrational number that is a root of a positive integer , whose value cannot be determined exactly.	$\sqrt{2}$ is a surd because it is a root which cannot be determined exactly.
	Surds have infinite non-recurring decimals.	$\sqrt{2} = 1.41421356$ which never repeats.
3. Rules of Surds	$\sqrt{ab} = \sqrt{a} imes \sqrt{b}$	$\sqrt{48} = \sqrt{16} \times \sqrt{3} = 4\sqrt{3}$
	$\sqrt{\frac{a}{b}} = \frac{\sqrt{a}}{\sqrt{b}}$	$\sqrt{\frac{25}{36}} = \frac{\sqrt{25}}{\sqrt{36}} = \frac{5}{6}$
	$a\sqrt{c} \pm b\sqrt{c} = (a \pm b)\sqrt{c}$	$2\sqrt{5} + 7\sqrt{5} = 9\sqrt{5}$
	$\sqrt{a} imes \sqrt{a} = a$	$\sqrt{7} \times \sqrt{7} = 7$

Year 9 French Knowledge Organiser HT3

Les détails personne	<u>ls Personal det</u>	<u>ails</u>				
le prénom le nom de famille le surnom	first name surname nickname	Qua Qua	ınd j'ét ınd j'ét	ais petit(ais jeune	e) W W	hen I was little 'hen I was young
la profession la nationalité la date de naissance la résidence les passe-temps marié(e) célibataire divorcé(e)	profession nationality date of birth place of reside pastimes/hobb married single divorced	nce Dies	Impe J'ada J'ava J'éta Je fa Je ja Je pa C'éta	<u>rfect ter</u> is is uisais uais ortais it	I used I used I used I used I used I used I used I used	d to love d to have d to be d to do/make d to play d to wear s
Les adjectifs bavard(e) égoïste généreux/généreuse intelligent(e) jaloux/jalouse fidèle marrant(e) mignon/mignonne paresseux/paresseus riche sérieux//sérieuse stupide sympa têtu(e) timide	Adjective talkative selfish generous intelligen jealous loyal, fait funny cute e lazy rich serious stupid nice stubborn shy	Adjectives talkative selfish generous intelligent jealous loyal, faithful funny cute lazy rich serious stupid nice stubborn		Les vêt des bot un collar un collie une éch une mini un panta en laine en or en plast en satin	ements tes nt r arpe -jupe alon	<u>Clothes</u> Boots a pair of tights a necklace a scarf a mini-skirt trousers woollen (made of) gold (made of) plastic (made of) satin
<u>Intensifiers</u> Vraiment Really Très Very Assez Quite Un peu A little b	bit	opains neilleu cilleur etit c tite c otes	<u>s/</u> copii ur copo re copi copain copine	nes ain ne	Friend my bes my bes my boy my girl my mat	<u>s</u> It friend (m) It friend (f Ifriend friend tes

Me, my family and friends (Expo 3 Module 4)

Les yeux et les chev	Passé compo	Perfect tense			
J'ai	I have	J'ai		I have	
Les yeux bleus	Blue eyes	Ila		He has	
Les yeux marron	Brown eyes	Elle a		She has	
Les yeux gris	Grey eyes	apporté		brought	
Les yeux verts	Green eyes	bu		drank/drunk	
Les cheveux courts	Short hair	crié		shouted	
Les cheveux longs	Long hair	fait une pror	nenade	been/went for	
Les cheveux mi-long	s Mid-length hair			a walk	
Les cheveux frisés	Curly hair	lu		read	
Les cheveux blonds	Blonde hair	parlé	talke	ed/spoke(n)	
Les cheveux bruns	Brown hair	préparé		prepared	
Les cheveux noirs	Black hair	pris		taken	
Les cheveux roux	Red/ginger	volé	stole(n)		
		」 vu		saw/seen	
		regardé	١	watched, looked	
		Je suis/Il es	t/Elle es	st I/He/She	
		allé(e)		went	
		resté(e)		stayed	
<u>Les métiers</u>	<u>Jobs</u>		Posses	sive Adjectives	
l'acteur	actor		Mon	My (masc)	
l'actrice	actress		Ma	My (fem)	
l'artiste	artist		Mes	My (plr)	
l'avocat	lawyer				
le danseur	dancer(m)		Ton	Your (Masc)	
la danseuse	dancer (f)		Ta	Your (fem)	
le/la domestique	servant (m/f)		Tes	Your (plr)	
le jockey	jockey				
le jouer de tennis/ru	gby tennis/rugby	player (m)	Son H	lis/her (masc)	
la joueuse de tennis/	rugby tennis/rugby	player (f)	Sa F	lis/her (fem)	
le vendeur	salesman		Ses H	lis/Her (plr)	
la vendeuse	saleswoman				

Year 9 French Knowledge Organiser Unit 4

Les maladies J'ai mal au dos. au ventre. au pied. au bras. a la tête. à la gorge. à la main. à la jambe. à l'oreille. aux dents. J'ai mal au cœur	Illnesse I've got backacl stomac a bad f a bad a a headd a sore t a bad h a bad le earache toothac I feel s	<u>es</u> he. hache. oot. rm. ache. throat. and. eg. e. che.	Le J' J' J' J' J' J' Je Je J'	ai ai ai ai ai ai ai	symptômes chaud. froid. soif. faim. la grippe. suis fatigué suis enrhum suis malade. de la fièvre	(e) é	Symptoms I'm hot I'm cold. I'm thirsty. I'm hungry. I've got flu. I'm tired. I've got a cold I'm ill I've got a temperature	
La forme Je mange beaucoup Je ne fais pas assez Je bois beaucoup d' Je vais à la gym. Je fume. bon pour la santé mauvais pour la sant	de fruits, z d'exercia eau. té	/des légume ce.	25.		Fitness I eat a lo I don't do I drink lo I go to th I smoke. good for bad for y	t of fr b enoug ts of r ne gym your h our he	ruit/vegetables gh exercise. water. ealth ealth	
<u>Les conseils</u> Mangez moins gras ! Mangez moins de sucr Buvez beaucoup d'eau Dormez huit heures p Évitez le stress ! Faites de l'exercice ! Ne fumez pas !	reries ! ! ar nuit !	<u>Advice</u> Eat less f Eat less s Drink a la Sleep eig Avoid str Do some Don't sma	fatty sweet ot of v ht ho ess ! exerc oke !	fo f wo ur	ood ! ood! iter ! is a night! se !			
<u>Ke</u> fumer to s	<mark>y verbs</mark> smoke				<u>meal time</u>	<u>5</u>	hnockfort	

manger	to ea	1†
boire	to dr	rink
promener	to we	alk
marcher	to we	alk
pratiquer (un	sport)	to practise (a sport)

le petit déjeuner breakfast le déjeuner lunch le diner dinner en-cas,/casse-croûte a snack un repas a meal

Food and eating out

(Expo 3 Vert Module 3)

Frequency words/How often?

Souvent Quelquefois Parfois Normalement De temps en temps Tous les weekends Une/ deux fois par semaine Ne...jamais Ne...plus Often Sometimes Sometimes Normally From time to time Every weekend Once/twice a week never no more/no longer Il faut... you should... Il ne faut pas ..you shouldn't Je dois... I need to/must... Je voudrais I would like to Je veux... I want to...

plus	more
moins	less

Food

bread

<u>Les activités</u>

le canoë-kayak le canyoning le judo le kickboxing le ski le musculation la natation la salsa la voile l'aérobic l'équitation l'escalade le VTT le basket le foot **Activities** canoeing canyoning judo kickboxing skiing weightlifting swimming salsa dancing sailing aerobics horse-riding rock climbing mountain biking basketball football

les sports aquatiques water sports

les sports d'hiver sports

winter

<u>La nourriture</u>

le pain le beurre le poulet une banane les bonbons les champignons un paquet de chips les chips la dinde les frites le fromage les fruits les fruits de mer les légumes les petits pois une pomme les sucreries un gâteau une glace le poisson la viande l'eau un jus d'orange le jus de fruit le lait le vin la bière

butter chicken a banana sweets mushrooms a packet of crisps crisps turkey chips cheese fruit seafood vegetavbles peas an apple sweet things a cake an ice cream fish meat water an orange juice fruit juice milk wine beer

Was trägst du gern? Welches Kleidungsstück trägs	What do you li	ke wearing ?	Year 9 German Knowledge Organiser: Half Term 3				
Weiches Kieldungsstück trägst duWhat item of clothing do youimmer/ nie ?always/ never wear ?Ich trage gernI like to wearIch trage nicht gernI do not like to wearIch trage immer/ nieI do not like to wearich trage immer/ nieI always/ never weareinen Rock.a skirteinen Kapuzenpullover.a hooded top.einen Mantel.a coat.eine Hose.trousers.eine Jacke.a jacket.ein Cap.a cap.ein Hemd.a shirt.ein Kleid.a dress.Jeans.Jeans.Turnschuhe.trainers.Stiefel.boots.		ear vear	Wo kaufst du lieber deine Klamotten? Wo gehst du am liebsten shoppen? Klamotten (pl) die Kleidung Ich gehe am liebstenshoppen. 				
Opinion Adverbs	Adverbs of frequency	<u>Connectives:</u>	Mein Modestil ist	Use differen	t tenses.		
Rule: ADD to the VERB.	Rule: ADD to the VERB.	und and	lässig relaved	PAST	PRESENT	FUTURE	
Ich trage gern Jeans.	Ich trage nie Jeans.	denn <i>because</i>	furchtbar <i>terrible</i>	getragen	Ich trage	tragen	
I like to wear jeans.	Ich trage immer Hose.	oder <i>or</i>	alternativ alternative	Ich habe	Ich kaufe	Ich werde	
		aber <i>but</i>	romantisch romantic	gekauft		kaufen	
Ich trage lieber einen Rock.	oft often		sportlich sporty	Ich habe	Ich finde	Ich werde	
	ah un zu now & anai	,				finden	
Ich trage am liebsten Ohrringe.	nie <i>never</i>	Describing clot	nes.	Ich bin	Ich gehe	Ich werde	
I like to wear earrings most/best.		Add the ending	<u>s to the colours.</u>	gegangen		genen	
		Ich trage ein e	n blau en Rock.	Use time exi	pressions.		
Refer to other people in your w	vork. Qualifiers	ein e	blau e Hose.	PAST	PRESENT	FUTURE	
Tragen = to wear		ein b	lau es T-shirt.	Letztes Jahr	Heute	Nächstes	
Ich trage Wir tragen	<i>Senr</i> Very		e Stierei.		Diagon	Jahr	
Du tr ä gst Ihr tradt	<i>echt</i> really	aldon cold	kariort chackad	Sommer	Sommer	Sommer	
Er/ Sie tr ä gt Sie/ sie trage	en <i>zu</i> too	kurz short	lang long	Letzte Woche	Diese Woche	Nächste Woche	

INFINITIVE	PAST	PRESENT	FUTURE
SPIELEN = to play	Ich habegespielt	Ich spiele	Ich werdespielen
MACHEN = to do	Ich habegemacht	Ich mache	Ich werdemachen
WOHNEN = to live	Ich habegewohnt	Ich wohne	Ich werdewohnen
HÖREN = to listen	Ich habegehört	Ich höre	Ich werdehören
GUCKEN= to look at	Ich habegeguckt	Ich gucke	Ich werdegucken
ARBEITEN = to work	Ich habegearbeitet	Ich arbeite	Ich werdearbeiten
Zeit VERBRINGEN mit = to spend time with	Ich habe Zeit mit verbr a cht	Ich verbringe Zeit mit	Ich werde Zeit mitverbringen
LESEN = to read	Ich habegelesen	Ich lese	Ich werdelesen
SEHEN = to watch	Ich habegesehen	Ich sehe	Ich werdesehen
ESSEN = to eat	Ich habegegessen	Ich esse	Ich werdeessen
TRINKEN = to drink	Ich habegetr u nken	Ich trinke	Ich werdetrinken
FINDEN = to find	Ich habe esgef u nden	Ich finde es	Ich werde esfinden
HELFEN = to help	Ich habegeh o lfen	Ich helfe	Ich werdehelfen
Sport TREIBEN = to do sport	Ich habe Sport getr ie ben	Ich treibe Sport	Ich werde Sport treiben
GEHEN = to go	Ich bin ge gang en	Ich gehe	Ich werde gehen
AUFWACHEN = to wake up	Ich bin aufgewacht	Ich wacheauf	Ich werdeaufwachen
AUFSTEHEN = to get up	Ich binaufgest and en	Ich steheauf	Ich werdeaufstehen
SEIN = to be	Ich war	Ich bin	Ich werdesein
HABEN = to have	Ich hatte	Ich habe	Ich werdehaben
GEBEN = to give (there were/is/will be)	Es gab	Es gibt	Es wird geben

What kind of TV programmes do		Year 9 German Knowledge Organiser: Half Term 4				
I love, because they are (exciting). documentaries. crime/ detective dramas. the news. reality TV shows. sports programmes. cartoons.		Was für Musik horst du (nicht) gern? Wer ist dein Lieblingssänger/ deine Lieblingssängerin? Wann/ Wie/ Wo hörst du Musik? Was hast du als letztes gehört?		 What sort of music do you (not) like listening to? Who is your favourite singer? When/ How/ Where do you listen to music? What was the last thing you listenend to? When did you last go to a 		
what do you want to wa evening ?	atch this	Konzert gegan	gen?	concer	t?	
I want to watch, becaus (crime/detective shows). adventure films. bollywood films. foreign language films. horrorfilms. romantic comedies	cause I like). Ich höre (nicht) gern I Ich höre lieber/ am liebsten I Dance-Musik. Deutschrap. Hip-Hop. Pop. Rockmusik. Schlager.		I (do no I prefer dance n German hip hop pop mu rock mu German	to not) like to listen to refer/ most like to listen to nce music. rman rap. hop p music. k music. rman pop.		
Science-fiction films.	e-fiction films.		Volkmusik.		folk music,	
ne, (horrorfilms) are too (horrorfilms) sh nating esting sh plicated g	(Hip-Hop) Ich finde (beliebt entspanne laut lebendig melodisch rhythmisch Die Melodi Die Texte	hat einen tollen Rh Deutschrap) nd e ist sind	nythmus (Hi I fi pop rela lou live tun rhy the the	p-hop) has nd (Germar pular axing d ely, upbeat heful rthmic e melody, tu e lyrics are	a great rhythm. n rap) une is	
	VERBS IN	3 TENSES				
ying ntic le ng alistic taining	PASTIch habeIch habeIch habeIch binc	gesehen. gehört. esgefunden. gegangen.	PRESENT Ich sehe Ich höre Ich finde es Ich gehe Fe ist		FUTURE Ich werdesehen. Ich werdehören. Ich werde es finden. Ich werdegehen.	
	What kind of TV program you like watching ? I love, because they are documentaries. crime/ detective dramas. the news. reality TV shows. sports programmes. cartoons. What do you want to wat evening ? I want to watch, becaus (crime/detective shows). adventure films. bollywood films. foreign language films. horrorfilms. romantic comedies Science-fiction films. science-fiction films.	What kind of TV programmes do you like watching ?I love, because they are (exciting). documentaries. crime/ detective dramas. the news. reality TV shows. sports programmes. cartoons.What do you want to watch this evening ?I want to watch, because I like (crime/detective shows). adventure films. bollywood films. foreign language films. horrorfilms.horrorfilms. romantic comedies Science-fiction films.Ne, (horrorfilms) are too (horrorfilms) sh nating(hip-Hop) Ich finde (beliebt entspanne laut lebendig melodisch rhythmisch Die Melodi Die Texte stYERBS IN PAST Ich habe Ich habe Ich habe Ich habe Ich habe Ich habe Ich habe Ich habe	What kind of TV programmes do you like watching ?Year 9 GI love, because they are (exciting). documentaries. crime/ detective dramas. the news. reality TV shows. sports programmes. cartoons.Was für Musik gern? Wer ist dein Lid deine Lieblings Wann/ Wie/ M Musik? Was hast du al Wann bist du z Konzert gegan Ich höre (nicht) Ich habegeshen. Ich habe esgefunden. Ich habe esgefunden. Ich habe esgefunden. Ich habe esgefunden.	What kind of TV programmes do you like watching ?Year 9 German KnowleI love, because they are (exciting). documentaries. crime/ detective dramas. the news. reality TV shows. sports programmes. cartoons.Was für Musik horst du (nicht) gern?War ist dein Lieblingssänger/ deine Lieblingssängerin? Wann/Wie/ Wo hörst du Musik? Was hast du als letztes gehört: Crime/detective shows). adventure films. bollywood films. foreign language films. horrorfilms). sh norrorfilms).Wan bist du zuletzt auf ein Konzert gegangen? Ich höre (nicht) gern Ich höre (nicht) gern Ich höre lieber/ am liebsten Dance-Musik. Deutschrap. Hip-Hop. Pop. Rockmusik. Schlager. Volkmusik.(Hip-Hop) hat einen tollen Rhythmus (Hi Ich finde (Deutschrap)(Hip-Hop. Pop. Rockmusik. Schlager. Volkmusik.(Hip-Hop) hat einen tollen Rhythmus (Hip Hop) hat einen tollen Rhythmus 	What kind of TV programmes do you like watching ?Year 9 German Knowledge OrgaI love, because they are (exciting). documentaries. crime/ detective dramas. the news. reality TV shows. sports programmes. cartoons.Was für Musik horst du (nicht) gern?What s like lisi Wer ist dein Lieblingssängerin? Wann/Wie/Wohörst du Musik?What s listen t Who is who is War shat du als letztes gehört?I want to watch, because I like (crime/detective shows). adventure films. bollywood films. foreign language films. horrorfilms.I (do no I (do no I (do no Ich höre (nicht) gern I (do no Ich höre (nicht) gern I (do no Ich höre (nicht) gern I prefer Dance-Musik. Dance-Musik. carcom.I (do no I (do no Ich höre (nicht) gern I prefer Dance-Musik. Dance-Musik. carcom.ke, (horrorfilms.I (hip-Hop) hip hop Pop. pop mu Rockmusik. Schager, German Volkmusik.I (hip-hop) has I (do no I find (German Volkmusik.ke, (horrorfilms) sh ating(Hip-Hop) hat einen tollen Rhythmus leiebt entspannend leutschrap)(Hip-hop) has I find (German Volkmusik.verspanend leiebt entspannend leut lebendig melodisch rhythmisch I (ho habe Ich habegeshen.(Hip-hop) has I (ch sehe Ich habeverspanend listic Ich habegeshort.Ich seheIch habegeshen.Ich seheIch habegeshen.Ich seheIch habegeshort.Ich höreIch habegeshort.Ich höreIch habegeshort.Ich höreIch habeIch höreIch ha	

Wie oft benutzt du das Internet ?	How often do you use the internet ?	Opinions Ich finde das	I find that
Ich benutze das Internet eine Stunde pro Tag. zwei Stunden pro Tag. nie Was machst du im Internet ? Ich spiele Computerspiele. Ich kaufe Klamotten/ Geschenke. Ich chatte mit Freunden/ der Familie. Ich lade Musik herunter. Ich benutze soziale Medien.	I use the internet one hour a day. two hours a day. never. What do you do in the internet ? I play computer games. I buy clothes/ presents. I chat with friends/ family. I download music. I use social media.	praktisch Ich denke, dass Ich glaube, dass Ein Vorteil ist, dass Ein Nachteil ist, dass Meine Eltern denken, dass Meine Mutter glaubt, dass Word order with dass Dass sends the verb to the end Ich glaube, dass das Internet pr	practical. I think that I believe that An advantage is that A disadvantage is that My parents think that My mother believes that

Talking about nowadays (Heutzutage)	Connectives:					
Damals Es gab keine Computer/ Handys. Ich hatte kein Smartphone. Ich hörte Musik im Radio. Ich ging ins Internetcafé.	Back then There were no computers/ mobiles. I didn't have a smartphone. I listened to music on the radio. I went to the internet café.	und and denn because oder or aber aber Ich benutze das Internet und ich shatte mit Freunden				
Ich lds Zeitschniten.						
Es gibt fast überall Computer und Handys.	There are computers and mobiles almost everywhere.	weilbecauseThese send the VERB todabecause/ asthe end of the				
Es gibt viele Smartphones.	There are lots of smartphones.	dass that sentence .				
Ich höre Musik auf dem Handy.	I listen to music on my mobile phone.	obwohl although				
Ich habe einen Computer zu Hause.						
Ich lese Blogs im Internet.	Ich lade Musik herunter, da es praktisch ist.					

USE VERBS IN ALL 3 TENSES

OPINIONS IN ALL 3 TENSES

PAST	PRESENT	FUTURE	PAST	PRESENT	FUTURE
Ich habegespielt.	Ich spiele	Ich werdespielen.	Es	Es ist	Es
Ich habebenutzt.	Ich habebenutzt. Ich benutze		war		wirdsein
Ich habegekauft.	Ich habegekauft. Ich kaufe		Sie	Sie sind	Sie
Ich habeheruntergeladen.	Ich habeheruntergeladen. Ich lade herunter.		waren		werdensein



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



Year 9 Unit 2: Relationships

KNOWLEDGE

R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex **R9.** to clarify and develop personal values in friendships, love and sexual relationships **R12.** that everyone has the choice to delay sex,

or to enjoy intimacy without sex

R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help

R21. how to manage the breakdown of a relationship focusing on its digital legacy, loss and change in relationships

R28. to gauge readiness for sexual intimacy **R29.** the impact of sharing sexual images of others without consent

R30. how to manage any request or pressure to share an image of themselves or others, and how to get help

R31. that intimate relationships should be pleasurable

R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others

R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours **R46.** strategies to manage pressure to join a gang, exit strategies and how to access appropriate support

R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon

<u>SKILLS</u>

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 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

Lesson 1-2

Christianity – what is it all about? There are over 2 billion Christians in the world – what are some of the key beliefs and practices?

Denominations of Christians – what do they each believe?

Not all Christian's believe in the same things and disagree on fundamental teachings and principles – what are these differences and why do they exist?

Lesson 7-8

Who was Jesus?

Jesus is a hugely important historical figure but who was he and why is he so influential for Christians today?

Are Jesus' teachings and those left behind in the Bible good examples of how we should live now?

Many may argue that many teachings found in the Bible are outdated and even harmful to society now. Is this fair and how should we view it?

Lesson 3-4

Euthanasia – should it be accepted in GB?

Many Christians believe in the sanctity of life – however should euthanasia be made legal in this country and should we have control over our own life and death?

Abortion – is it ever the right thing to do?

Abortion remains illegal in many places around the world. What are the laws in the UK and how do Christians view this ethical issue?

Lesson 9-10

Why would God allow evil?

Evil and suffering could be seen to be a problem for an omnipotent, omnibenevolent and omniscient God. What is the problem of evil and how do Christians deal with this debate?

Lesson 5-6

The God debate – is it all possible?

The existence of God is a philosophical debate that has raged for thousands of years. What are the arguments for and against God's existence and how should we view them?

Lesson 10-11

End of unit assessment on Christianity and feedback







better hope – brighter future





PiXL Partners in excellence				Cru	Displayed formu		la for first four alkanes						Each fraction contains molecules with a similar		ns nilar	PIXUscience			
	Crude oil	A finite res	ource	Consistin plankton in the mu the rema	ng mainly of that was buried ud, crude oil is ains of ancient	and alkar		H—C—H H H Methane (CH ₄)		H– Etł	-C - C - H H H hane (C ₂ H ₆)		Fractions	The hydrocarbons ir crude oil can be spli into fractions		number of carbon them. The process do this is called fr distillation.		toms in used to tional	
	Hydrocarbon	ns These make majority of compoun crude of	up the of the ds in pil	These co made up carbon o	mpounds are of hydrogen and nly.		ocarbons	H H H H C C C C H H H H H H H Propane (C_3H_8)		H H H H H-C-C-C-C-H H H H H Butane (C ₄ H ₁₀)			Using fractions	Fractions can be processed to produce fuels and feedstock for netrochemical		We depend on many of these fuels; petrol, diesel and kerosene. Many useful materials are made by the petrochemical			
	General formula for alkanes	C _n H _{2n}	2	For exam	nple: C ₂ H ₆		Carbon compo and fee			ounds as fuels edstock				industry		industry; solvents, lubricant and polymers.		ubricants	
	The brea	aking down of	The smal	ller chains	C_6H_{14}		7	SCIEN	CE	:		Fr	ractional di petrocl	stillation an nemicals	d		(20 °C	Butane & Propane
Cracking	long chain into small	n hydrocarbons ler, more useful chains	Cracking methods steam cra	; can be do s including acking.	one by various g catalytic cracking	and Fuels (Pa			art 2)			In oil	Hydroca in	Hydrocarbon chains in crude oil in lots of different lengths.			л л	150°C ــــــــــــــــــــــــــــــــــــ	Petrol
	Sulfur dioxide	fur ide Released from burning hydrocarbons with sulfur impurities in Sulfur dioxide dissolves in rain water to form acid rain. This damages plant life and can make water habitats acidic. Acid rain can also weather limestone and sandstone structures. It can make soil acidic and affect crop growth				Hydrocarbon Boiling points				The dep fractio separa	boiling point of ends on its len nal distillation te at different due to th	in ng and Crud ures	d Crude Oil S 400 °C بنائد Oil 400 °C c						
	Oxides of nitrogen	Oxygen and f from the ai temperatures	nitrogen re r under hig inside eng	eact gh gines	As pollutants, oxid rain and are also cl gases. Can cause re	es of nitrogen cause acid lassified as greenhouse espiratory problems.					During the combu	e cor	mplete n of			TH hea fu	The oil is heated in a furnace		Lubricating oil, Parrafin Wax, Asphalt
Hydrogen w fuel en		Ad Hydrogen reacts with oxygen in the engine as a fuel for		dvantages: Water is the product No greenhouse gases released Renewable		ed	1			Combustion	nydrocarbon and hydroge are oxidise carbon dioxid	s, th n in d, re de, w	ne carbon the fuels eleasing water and	Complete combustion of methane: Methane + oxygen \rightarrow carbon dioxide + water $CH_4(g) + 2O_2(g) \rightarrow CO_2(g) + 2 H_2$			hane: water + e + 2 H ₂ O	nergy (I)	
		the vehicle	Dis - -	Disadvantages: Expensive to buy Difficult to re-fuel						uo	ene During the	ergy. inco	omplete	Boiling point (temperature at which liquid boils)		As the increa	As the hydrocarbon chain lei increases, boiling point incre		n length ocreases.
	Ossil fuelsCrude oil, natural gas and coalPetrol, kerosene and diesel oil are non-renewable. Methane is found in natural gas and is also non-renewable.						hydrocarbons, th enough oxygen for complete con The products reaction is co monoxide, car water.			nere is not available mbustion.	Viscosity (how easily it flows) As the increase		s the hydrocarbon chain length increases, viscosity increases.		n length eases.				
	Incomplete combustion issuesCarbon monoxide is an odourless, toxic gas that can killSoot (carbon) is also produced that builds up in the atmosphere and can cause global dimming. This reduces the amount of sunlight that reaches the Earth and can alter rainfall patterns.									of the arbon bon and	Flamm (how easily	ability v it burns)	As the hydrocarbon chain I increases, flammability deci			n length ecreases.			

Science – Physics: P2 Motion



Science Physics – P1 Maths in Science

In Science, all scientists use **SI units** to measure certain quantities.

We use multiples and sub-multiples of SI units if quantities are very large or very small.

Quantity	SI unit	Abbreviation				
Distance	metre	m				
Mass	gram	g				
Time	second	S				
Current	ampere	А				
Temperature	kelvin	К				
Concentration	mole	mol				
Frequency	hertz	Hz				
Force	newton	Ν				
Energy	joule	J				
Power	watt	W				
Pressure	pascal	Pa				
Electric charge	coulomb	С				
Potential difference	volt	V				
Electric resistance	ohm	Ω				
Magnetic flux density	tesla	Т				

