

Year 9 Knowledge Organiser

Summer Term (1) 2022

What you need to know!

Knowledge Organisers – FAQ

What is a Knowledge Organiser?

Every ½ term this academic year, a new Knowledge Organiser will be produced and put on the school website. These documents are produced for Year 7, Year 8 and Year 9 students and contain key information, specific subject terminology and links to additional resources to help you and your child fully understand topics within the different subject areas.

Can Knowledge Organisers be used for revision and preparing for assessments?

These Knowledge Organisers are designed around the content delivered in lessons each half term in Year 7, 8 and 9. Therefore, they are an excellent revision tool to help prepare your child for end of unit tests as well as their end of year exams which cover previously learned subject content.

How should I use the Knowledge Organiser?

In order that these documents are useful and not too complicated, the Knowledge Organiser is designed to include the basic facts and information being covered in a specific subject over that half term. You may choose to print a version in order that you annotate or tick off aspects once they are fully understood. You may also choose to use this as an electronic revision guide, using the hyperlinks to webpages to secure or deepen understanding.

What are the Arrow Tasks?

At Liskeard School & Community College, teachers use Arrow Tasks as a way of stretching your child. These tasks often involve extending their knowledge through research or applying a learned concept in another way. Try to complete all the Arrow Tasks within the Knowledge Organiser to increase your knowledge and extend your conceptual understanding.

Contents

Art
Drama
English
Ethics, Philosophy and World Views
French
Geography
History
ICT and Computer Science
Maths

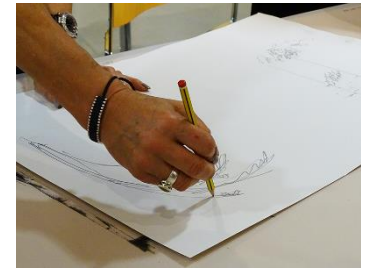
Music
Physical Education
Science
Spanish
Technology: Product Design
Technology: Textiles
Technology: Food
Transition groups only
A guide to revision strategies

Please note: These subjects are hyperlinked. Click on the subject to take you to the relevant pages.

Topic: **Propaganda and juxtaposition. Borders, boundaries and frontiers. (2D Print making)**

I need to know: The difference between artist proofing, mono printing, relief and reduction printing and editioning a print.

Key Words	Definitions
Monoprinting	Is a form of printmaking where the image can only be made once
Relief printing	Refers to lino, wood cut, etching and engraving and are processes that require you to take away material to print from raised surfaces.
Reduction printing	Reduction printing enables you to print layers of colour by reducing surface areas before over printing.
Etching	Etching is a printmaking technique that uses chemical action to produce incised lines in a metal printing plate which then hold the applied ink and form the image.
Drypoint etching	Drypoint is an intaglio engraving process with the ink is sunk into the resulting grooves beneath the surface of a metal plate. It is essentially a form of drawing from which multiple prints can be pulled.
Intaglio	Intaglio is the family of printing and printmaking techniques in which the image is incised into a surface and the incised line or sunken area holds the ink. It is the direct opposite of a relief print.
Stencilling	Stencilling produces an image by applying pigment to a surface through holes cut in thin sheet.
Registration	In colour printing, print registration is the layering of printed shapes one on top of the other to form a multicolour image. Registration error refers to the misalignment of colour resulting in a blurred image.
Crop marks	Crop marks, also known as trim marks, are lines printed in the corners of your publication's sheet or sheets of paper to show the printer where to trim the paper.
Collagraph	Collagraphy was introduced in 1955 and is a printmaking process in which materials are applied to a rigid board . The word is derived from the Greek word koll or kolla, meaning glue, and graph, meaning the activity of drawing.
Printing Press	A press is a mechanical device for applying pressure to paper placed on an inked surface.
Edition	An edition is the number of prints struck from one plate, usually at the same time. Expressed as 1/100 or 2/100 etc. The value of an editioned print will often be determined by the total number of copies. i.e. 1/10 prints will be more valuable than 1/1000 simply because there are fewer of them in the world.
Artists proof	An artist's proof is an impression of a print taken in the printmaking process to see the current printing state of a plate while the plate is being worked on by the artist. Artists proofs are often more expensive to buy because they are unique and provide an insight into the artist's processes.
Leading	Leading is a typography term that describes the distance between each line of text. The name comes from a time when typesetting was done by hand and pieces of lead were used to separate the lines.
Kerning	In typography, kerning is the process of adjusting the spacing between letters, usually to achieve a visually pleasing result.
Propaganda	Propaganda is the spreading of information in support of a cause. The advent of printing had a dramatic impact on the delivery of persuasive text and images via printing.



Monoprinting: is a form of printmaking where the image can only be made once, unlike most printmaking which allows for multiples.



Relief printing: Lino, wood cut, etching, engraving are processes that require you to take away material to print from raised surfaces.



Reduction printing: Enables you to print layers of colour by reducing surface areas before over printing.

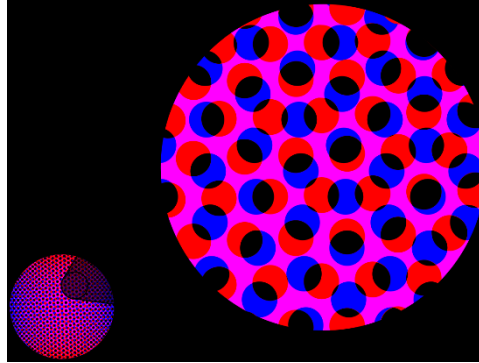
Arrow Tasks: Consider the impact of printing technology on the mass production of books from early wood block printing to the invention of the Johannes Gutenberg press in the 15th century. What did this mean to our ability to share knowledge? How does this compare with the invention of the internet in 1983? Research and present a 300-word study.

Topic: **Propaganda and juxtaposition. Borders, boundaries and frontiers. (2D Print making)**

Intaglio is an engraving process used to print multiples of an image. A bank note is a good example of intaglio printing.



Collagraph printing. Layers of materials are cut and applied to create a raised surface. This surface is then inked before paper pressed onto the surface and a print pulled from the collagraph.



The Ben Day process is a technique dating from 1879. While the Ben Day process is commonly described in terms of dots ("Ben Day dots"), other shapes may be used, such as parallel lines, textures, irregular effects or waved lines.



Student work.



Banksy's stencilling.

Gutenberg introduced printing to Europe. His introduction of mechanical movable type to Europe started the Printing Revolution, ushering in the modern period of human history. It played a key role in the development of the Renaissance, Reformation, the Age of Enlightenment, and the scientific revolution and laid the basis for the modern knowledge-based economy and the spread of learning to the masses.



The earliest books were hand written and accessible to only a few people. The printing press democratized books and enabled many people to view books.

Thinking, questioning and communicating your visual intelligence using practical skills in ART.

You will be able to organise your thoughts, understanding and expertise in **ART** this term under the following headings.

Skills: *Manual dexterity, cutting, engraving, collaging, printing, registering.*

Contexts: *History, reasoning, ideas, recognising the impact of print processes, connections, text / image and communication.*

Rules: *Visual analysis, positive and negative, relief, registering, layering and optical colour mixing in Ben Day Dot technique.*

Audience: *Multiple printing of image and text means multiple audiences, messaging, propaganda, education, religion and communication.*

Resolution: *Selection of appropriate printing process, exploration, experimentation and application of technique.*

Communication: *Discuss democratising influence of printing technologies, explore link between image and text.*

Legacy: *Material, pigment, permanence, honesty, heritage, culture, accuracy, mass production, influence of books and the internet.*

Throughout the year we will be asking you to articulate (to say, explain and use), a number of **Personal, Learning and Thinking skills** to help you develop your knowledge and understanding. This term we will be asking you to reflect upon your **Team Working**: Collaborate, manage discussions, adapt behaviour, demonstrate fairness and responsibility, support.

Further thinking (why does this matter?):



On a functional level, it is important to us all that we have access, through print, to information. i.e. news, laws, entertainment, religion and personal data to name a few.

On a more complex level, understand that the democratisation of images and text through print, and the internet, has led to a huge social and cultural revolution. The transience of words and universality of images arguably means we process and remember images with far greater efficiency and effect. Our ability to exploit improved print technology has a huge influence on our ability to communicate to wider audiences. However, the carbon footprint of print, and even more so our current forms of digital storage, will inevitably call into question the moral efficacy of so much recorded information in the years to come.

Topic: Physical Theatre

- I need to know: How to use physicality on stage as the dominant form of communication.

Key Words	Definitions
<ul style="list-style-type: none"> Exaggerated physicality Character Movement Physical Theatre 	<p>Big movements!</p> <p>Playing a role</p> <p>A performance that uses physicality as the main form of communication.</p>
<ul style="list-style-type: none"> Chair duets Building blocks Cohesion 	<p>Devising technique</p> <p>Steps to devise</p> <p>Working efficiently as a group</p>
<ul style="list-style-type: none"> Rehearsal Transitions 	<p>Moving effectively from one scene to another</p>
<ul style="list-style-type: none"> Entrances/exits Spatial awareness. 	<p>Understanding of space</p>
<ul style="list-style-type: none"> Frantic Assembly, DV8, Push 	<p>Physical theatre companies</p>
<ul style="list-style-type: none"> Lifts Synchronisation 	<p>Techniques used by Frantic Assembly</p>



Arrow Tasks: Experiment with wider range of techniques than the one being looked at in the lesson.

Synthesize key physical theatre skills with those studied in other units of work earlier in the year.

What We Do:

Explore the physical theatre techniques of Frantic Assembly.

Use physical theatre to communicate emotion to an audience.

The final task is to create a physical theatre performance, using the techniques that have been learned.

Wider Reading

Go onto Frantic Assembly's YouTube channel.

If you can, watch them live at a Theatre.

Research their ideas about devising (Frantic assembly Book of Devising Theatre).



Key Assessment Skills

How well can I adapt my tone, style and register?

How well do I use vocabulary in my work for different effects?

How well can I organise the information in my writing?

How well do I use punctuation?

Forming and Developing an Argument

Clearly stated main point– support with evidence and examples– justify your idea- offer counter arguments- reinstate and reinforce your main idea

Structure

Just imagine:

Just imagine:

Just imagine:

Three emotive words... let us make a change.

Give a reason for your argument and explain WHY you agree/disagree

Give a reason for your argument and explain WHY you agree/disagree

Give a reason for your argument and explain WHY you agree/disagree

Just imagine:

DESCRIBE!

Similes, metaphors,
emotive language,
facts

Three emotive words

PERSUADE!

Facts, statistics,
rhetorical
questions

LINK! Link back to your opening.

Key Terms and Definitions

Key Term	Definition
Direct Address	Referring to your audience directly, e.g. 'you'
Humour	Language to amuse your audience
Alliteration	Two or more words that begin with the same letter and are near or next to each other
Anecdote	A short story to illustrate a point
Fact	A true statement
Flattery	Complimenting your audience
Figurative Language: Adjective Simile Metaphor Personification	Words that create an image for the reader Adjective: A describing word Simile: Comparing two similar things using 'like' or 'as' Metaphor: comparing two things by saying one is the other Personification: giving an inanimate object human or animal features
Hyperbole	Exaggerated language
Imperative Command	Instructional language
Opinion	A thought or feeling
Rhetorical Question	A question directed to your audience that doesn't require an answer
Repetition	A word or phrase used more than once for effect
Emotive Language	Language that evokes strong emotions
Expert Opinion	An opinion given by someone who's knowledgeable on the topic
Semantic Field	A group of words that all associate with each other
Statistic	A number or percentage to support an idea
Tone	The mood or atmosphere, how the text sounds
Triple	Three points or words to support an argument

Key Punctuation

Semi colon	;	Used to merge two independent clauses.
Colon	:	Used to introduce an idea or to introduce anything: words, phrases, lists, names
Ellipsis	...	The omission of words to create mystery or to replace words that the reader can
Parentheses (Brackets)	()	Parentheses are used to give information that is not essential to the meaning of the text or to add extra information
Dashes	-	It is used in a similar fashion to the parenthesis: to indicate added emphasis, an interruption or an immediate change of thought.
Apostrophe	'	Used to indicate that two words have been merged and a letter is missing.



Topic: Why do people believe different things about life after death?

I need to know:

- Why do people believe different things about life after death?
- What do Christians believe about life after death and how does it affect their lives?
- What do Muslims believe about life after death and how does it affect their lives?
- What do Buddhists believe about life after death and how does it affect their lives?
- What do Sikhs believe about life after death and how does it affect their lives?
- What do non-religious people including Humanists believe about life after death and how does it affect their lives?

Key Words and Definitions

- **Akhirah:** The Islamic term for the afterlife.
- **Barzakh:** A Muslim term for a place of waiting until the Day of Judgement.
- **Gurmukh:** God-centred.
- **Hadith:** The books of the teachings of Muhammad.
- **Jahannam:** The Islamic term for Hell. A state of torment and suffering.
- **Jannah:** The Islamic term for Heaven/ Paradise. A state of joy, happiness and peace.
- **Karma:** Actions have consequences.
- **Manmukh:** Self-centred.
- **Mukti:** Liberation from reincarnation. Being with God.
- **Niyyah:** An Islamic term meaning the honest intention to worship God.
- **Reincarnation:** To be reborn after death.
- **Resurrection:** Coming back to life from the dead.
- **Samsara:** The cycle of life and death.
- **Qur'an:** Means 'reading' or 'recitation'. The Muslim holy book.
- **Soul:** The spiritual aspect of a person connecting to God.
- **Yawm ad-Din:** The Islamic term for the Day of Judgement.

Christianity and life after death

Heaven and Hell: Traditionally heaven and hell were thought of as real places. Some contemporary beliefs see heaven as a place where God is and hell as a place that God is not. Both heaven and hell are connected by an idea of reward and punishment.

Purgatory: Catholics also believe in purgatory which is a place people go before they go to heaven. In purgatory they are purified and cleansed of their sins. It is a bit like a waiting room for heaven. They believe that on Judgement Day all those who are in purgatory will go to heaven.

Day of Judgement: Many Christians believe there will be a Judgement Day when people will be judged by God for the quality of their lives. Some believe that that day will be when Jesus returns to earth in the 'second coming'.

Bodily Resurrection: Many Christians believe that when they die, their soul (the spiritual part of them) will leave on in heaven. Many believe that there will also be a physical/ bodily resurrection. This means that people will be brought back to life with a physical body, just like Jesus was.

Data from the 2019 Understanding Unbelief Report

54% of people in the UK believe in some kind of life after death, including 18% atheists and 22% of agnostics.

In the USA, the figures are 68% of the general population, 13% atheists and 17% agnostics.

In China, the figures are 59% of the general population, 22% atheists and 31% agnostics.

Stages of grief

There are different stages of grief recognised by psychologists. This are: denial, anger, bargaining, depression and acceptance.

The Nicene Creed

We believe in one God, the Father, the Almighty, Maker of heaven and earth, of all that is seen and unseen. We believe in one Lord Jesus Christ, the only Son of God, eternally begotten of the Father; God from God, Light from Light, true God from true God; begotten not made, one in being with the Father.

Christian funerals

Christian funerals aim to comfort the bereaved. Funeral rites include:

- A priest may be called to do the last rites. Prayers are often said for the dying person and they can ask for forgiveness. In the Catholic Church the Priest gives Holy Communion.
- The minister may read the words: '*I am the resurrection and the life.*' John 11:25
- Candles may be used to represent that Jesus is the '*light of the world*'.
- Psalm 23 '*The Lord is my shepherd*' is often read.

Arrow Tasks You could enhance your learning by visiting one of the suggested websites such as: <https://www.bbc.co.uk/bitesize/guides/zx4ky4j/revision/1> (Christianity), <https://www.bbc.co.uk/bitesize/guides/zg67jty/revision/1> (Non-religious views), <https://www.bbc.co.uk/bitesize/guides/zk3f3k7/revision/4> (Sikhism) <https://www.bbc.co.uk/bitesize/guides/z6mhgk7/revision/3#:~:text=Islam%20teaches%20that%20there%20is,din%20%2C%20the%20Day%20of%20Judgement%20>. (Islam) <https://www.bbc.co.uk/bitesize/guides/zfts4wx/revision/3> (Buddhism)

Topic: Why do people believe different things about life after death?

Islam and life after death

'The trumpet will be sounded, when all that are in heaven and on earth will swoon, except such as it will please Allah to exempt. Then will a second one be sounded, when, behold, they will be standing and looking on! And the earth will shine with the glory of its Lord. The Record of deeds will be placed open; the prophets and the witnesses will be brought forward; and just decisions pronounced between them; and they will not be wronged in the least. And to every soul will be paid in full (the fruit) of its deeds; and Allah knows best all that they do.' Qur'an 39:68-70.

A Muslim line of prayer: *'O thou Creator of the heavens and the earth! Thou my protector in this world (dunya) and in the hereafter (akhirah).* Qur'an 12.101.

Islam recognises we are mostly ignorant of the afterlife. Muslims believe in heaven/ paradise (**Jannah**) which is a reward for those who live in submission to Allah. Their beliefs, actions and intentions (**niyya**) in this life are important for going to paradise. Many also believe in hell (**Jahannam**) which is for those who reject Allah's path and guidance. Many believe there will be a Day of Judgement (Yawm ad-Din).

Buddhism and life after death

The **Noble Eightfold Path** is about wisdom, good conduct and mental discipline.

Buddhists believe in **karma**, which means everything you do has a consequence. Our intention is the most important thing. One of the steps of the Noble Eightfold Path is Right Intention. There are three types of Right Intention:

- The intention of renunciation.
- The intention of good will.
- The intention of harmlessness.

For Buddhists the way of defining and acting upon our intentions are tied up with beliefs about rebirth: After this my body dies, my return to earth will be better if these intentions have been practised.'

The cycle of life and death is called **Samsara**. Good intentions can lead to a favourable rebirth (reincarnation).

Many Buddhists use the **Metta Sutta**, a chapter about loving kindness from the scriptures. to help them focus their lives and intention.

Humanism

Humanists are materialists which means they don't believe we have a soul. They believe in a scientific description of human life and they reject beliefs about our spiritual existence. We are physical beings who when we die, we no longer live on.

In a Humanistic funeral they may have non-religious music, readings of poetry, an **eulogy** (a description of why they person who died was special), lighting candles and moments of quiet reflection. They will not suggest they are going to a better place. They will celebrate the life of the dead person.

Sikhism and life after death

At different stages of life, remembering God and serving others are important in different ways for Sikhs, and the religion teaches that all of life challenges people to move from being self-centred (**manmukh**) to being God-centred (**gurmukh**). There are many obstacles to living the best, purest life, but chanting the scriptures can be learned any time and practised all the time: it overcomes the obstacles of selfishness, bad actions and harm to others.

Human life is a gift from God, Waheguru. The path of life from birth to death gives humans a chance overcome the ego (**haumai**) through living according to the will of God (**hukam**). In such a state, a person can escape the cycle of life, death and rebirth (samsara) and achieve liberation (**mukti**). Mukti means eventually that the God-centred person (**gurmukh**) merges with God. Achieving mukti is the result of living a life tuned to the Will of God, remembering the Creator (Nam Simran) and performing **seva**, selfless service to others.

Sikhs believe in **reincarnation**.

Subject: French Year 9: Summer Term 1

Topic: Jours Ordinaire/Jours de Fête

I need to be able to: recognise and use a range of verbs, nouns and adjectives. **I need to be able to:** talk about normal days and special days!

Key Words	Definitions
Verb	Words which tell you the action
Subject pronouns	Words that tell you who is doing the action.
Noun	A place, person or a thing.
Gender	In French, nouns and adjectives can be either masculine or feminine.
Adjective	Words which describe nouns. In French adjectives are the same gender as the noun which they describe.
Definite article	'the'
Indefinite article	'a' 'some'
Singular (s)	One
Plural (pl)	More than one
Positive phrase	'is', 'do' 'does'
Negative phrase	'is not', 'does not', 'don't', 'never'
Possessive adjectives	My (in French, there are 3 forms; masculine singular, feminine singular and plural)

Useful question words

Où=where avec qui= who with

Combien de = how many/how much

Que= what comment= how

À quelle heure = what time

Quand = when qui= who

To ask question : **Question word + est-ce que**

Conditional tense

You use it to say "would". To form it, use the future stem and add the imperfect endings

J'aimerais = I would like

Tu aimerais= you would like

Il/elle/on aimerait = he/she/we would like

Il/elle voudrait = he/she would like **ce serait**= it would be

WOW Phrases

Si, j'avais eu plus de temps- If i had more time

C'est un festin de Balthazar ! It's a **feast** fit for kings!

Chapeau !- Well done !

Faire le pont- to have a long weekend

Partitive Article

To say some in French you use

Du- Masc (sg)

De la- Fem(sg)

Des-pl

De'l- in front of a vowel

Prepositions- To describe where things are

Dans-in

Derriere- behind

Entre-between

Devant- in front of

Perfect tense and future tense

- **Perfect tense revision link/video/test**

<https://www.bbc.co.uk/bitesize/guides/z2h6tfr/revision/1>

- **Future tense revision link/video/test**

<https://www.bbc.co.uk/bitesize/guides/zxfnsbk/revision/1>

- **future tense revision/video/test**

<https://www.bbc.co.uk/bitesize/guides/zxfnsbk/revision/1>

Arrow Tasks: research a festival in France and design/create a poster. Mention places you will see, things will do, food you will eat... Include pictures!

Links to further resources: <https://www.bbc.co.uk/bitesize/guides/zd6y8xs/revision/1>

1. Bonjour Monsieur/Mademoiselle. Je peux vous aider ?	Hello Sir/Madam. Can I help you?
2. Je voudrais des pommes de terre, des bananes, de la confiture et du beurre, s'il vous plait.	I would like potatos, bananas, jam, butter, please.
3. Très bien, Monsieur/Madame et avec ça ?	Very well, Sir/Madam and anything else?
4. Je prends un kilo de raisins et quatre tranches de jambon.	I will take a kilo of raisins and 4 slices of ham.
5. Voilà, Monsieur/Madame. C'est tout ?	Here, you are. Is that all?
6. Oui, C'est tout, merci. C'est Combien ?	Yes, that's everything ! How much is it?
7. Ça coute 7€ 70, s'il vous plait.	It costs 7€70 please
8. Excusez-moi Madame, où est le magasin de vêtements ?	Excuse me Madame. Where is the clothes shop?
9. Traversez la place, puis prenez la première rue á droit.	Cross the road, then take the first road on the right.
10. Merci, Madame ! Je vais acheter un déguisement pour le 14 juillet ! Mon frère a organisé un guingette et il faut être déguisé.	Thank You Madame. I am going to buy a costume for the 14 th July. My brother has organised a party and you must be in costume.
11. J'ai envie d'acheter un costume noir.	I wish to buy a black suit.
12. Comme marque je préfère Balenciaga. Je voudrais être déguisé comme Lady Gaga!	My favourite designer is Balenciaga. I would like to be dressed like Lady Gaga!
13. Le 14 juillet, c'est ma fête préférée ! J'adore les feux d'artifice, en particulier.	The 14th July, it's my favourite festival. I love the fireworks, in particular.
14. L'année dernier, le tour de France á passer notre maison le 14 juillet. C'était incroyable.	Last year, the tour de France went passed our house on the 14 th July. It was incredible.
15. L'année prochaine, en février je voudrais aller à Nice dans le sud.	Next year, in February I would like to go to Nice, in the South.
16. Chaque année, il y a festivale et il y a beaucoup de personnes qui sont deguisé.	Every year, there is Festivale and lots of people are dressed up.
17. J'espère qu'on va aller en train, j'ai déjà acheté un billet aller-retour!	I hope to go by train. I have already bought a return ticket!

Topic: Superpowers

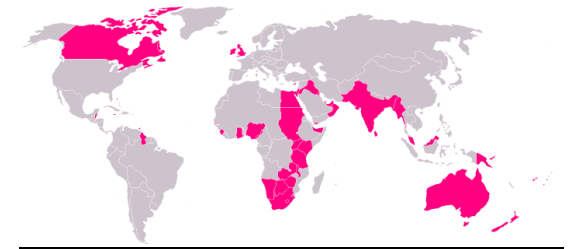
I need to know: What a superpower is and what makes a country a superpower. The rise and fall of the British empire and reasons for it. Which countries are emerging superpowers and how global governance may have an impact on this.

Key Words	Definitions
Superpower	A superpower is an extremely powerful country, especially one capable of influencing international events and the acts and policies of less powerful countries. It's power can be felt all over the world.
British empire	A term used to describe all the places around the world that were once ruled by Britain.
Geopolitics	Geopolitics is the study of the effects of Earth's geography (human and physical) on politics and international relations.
Emerging	To rise or become more prominent
BRIC	A term used to describe Brazil, Russia, India and China.
MINT	A term used to describe Mexico, Indonesia, Nigeria and Turkey.
Globalisation	The increasing connections between places and people across the planet, established through trade, politics and cultural exchanges, and helped by technology and transport.
Global governance	Organisations that work across country borders.

Factors that make countries superpowers



The British Empire in 1921



Reasons for the fall of the British Empire

The second world war

New superpowers

Money

Nationalism

Indian independence

Opinion at home



BRIC countries








MINT countries

Topic: Superpowers

Global governance

Various organisations operate at a global level to help hold states/ individuals accountable for injustice. They can act to encourage peace and uphold international law.

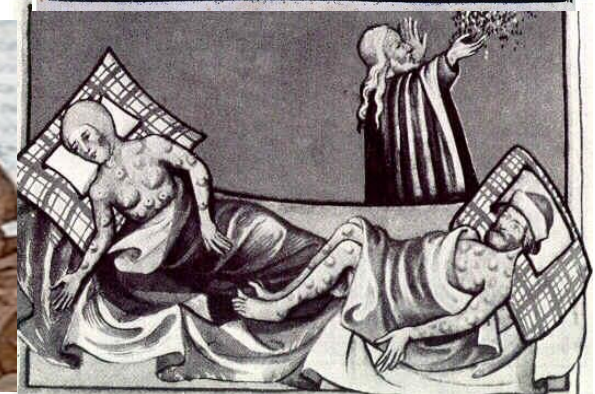
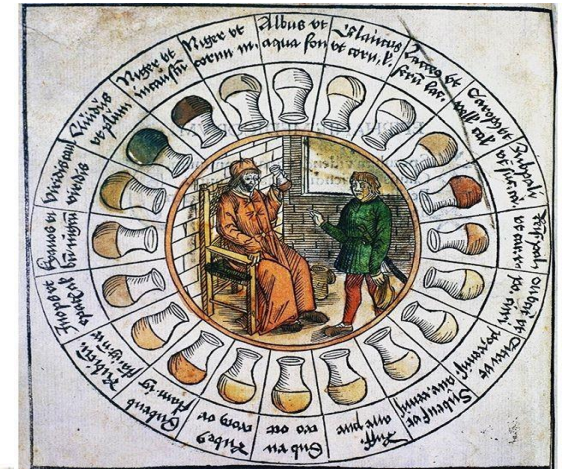
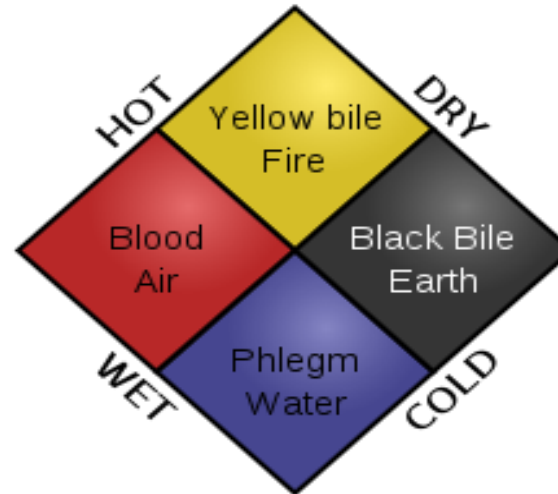
Security 	<ul style="list-style-type: none"> Idea of some countries as the 'World's Police' dates back to pre-WW2 - in 1946 the UN security council was set up. NATO is also a large military IGO that has more impact on a global scale The United Nations Security Council: Primary responsibility, under the United Nations Charter, for the maintenance of international peace and security. It is for the Security Council to determine when and where a UN peace operation should be deployed. It has 5 permanent members and 10 rotating non permanent members. They maintain power by: Applying sanctions (such as banning trade or refusing citizens entry), Authorising the use of military force against a country and Authorising a UN Peace keeping Force.
Trade 	<p>The World Trade Organisation (WTO) Purpose:</p> <ul style="list-style-type: none"> Overriding purpose is to help trade flow as freely as possible — so long as there are no undesirable side effects To abolish or reduce trade barriers <p>Principles: The trading system should be: Without discrimination, freer, predictable, more competitive and more beneficial for less developed countries</p> <p>Another view: In reality, the WTO has been the greatest tool for taking democratic control of resources out of our communities and putting it into the hands of corporations.</p>
The environment 	<p>The International Panel on Climate Change (IPCC) is an organization of governments that are members of the United Nations or WMO. The IPCC currently has 195 members. Thousands of people from all over the world contribute to the work of the IPCC.</p> <p>The IPCC was created to provide policymakers with regular scientific assessments on climate change, its implications and potential future risks, as well as to put forward adaptation and mitigation options.</p>
Economics 	<p>The World Bank is a bank for nations, not people.</p> <p>The World Bank has two separate groups: One group, the International Development Association, provides loans to the world's poorest countries. The other group, the International Bank for Reconstruction and Development, gives loans to developing countries.</p> <p>The International Monetary Fund (IMF) is an organization of 189 countries, working to foster global monetary cooperation, secure financial stability, facilitate international trade, promote high employment and sustainable economic growth, and reduce poverty around the world.</p>

Health 	<ul style="list-style-type: none"> The World Health Organisation (WHO) is responsible for giving direction on international health issues, setting standards, and providing information for governments to make decisions. For example, WHO took the lead during the swine flu outbreak in 2009. It tracked the spread of the flu, offered recommendations about who should get vaccines, and told people how to avoid becoming sick. More recently, WHO have been playing their part in the coronavirus pandemic
<p>The United Nations</p> <p>The United Nations is an international organisation. It was set up in 1945 following the end of the Second World War. This war had been so horrific that the UN's founders wanted to prevent such a conflict from occurring again. Nowadays, most of the countries in the world are members of the UN. Its headquarters are located in New York.</p>	

Topic: Medicine through time 1250-present: Medieval Medicine 1250-1500

I need to know: In the Medieval Period (1250-1500) there was little accurate knowledge of what caused illness and disease, or how to prevent and treat it. The Church was very powerful and most people believed that illness and disease was linked to God, sins, and the people being punished or tested. Treatments were based on old ideas and while some worked it was more a matter of guessing or trial and error. The supernatural was also looked at for answers e.g. astrology. The Black Death killed 1/3rd of people.

Key Words	Definitions
4 humours theory	Idea that the body was made up of 4 things: Blood, Black bile, yellow bile, phlegm
Sins	A wrong-doing in the eyes of the Church
Miasma	The idea that bad smells caused illness
Hippocrates	Ancient Greek man who came up with the idea of the 4 humours
Galen	Ancient Roman man who believed that to cure illness you needed the 'opposite' to the humour
Physician	The name for 'doctors' at the time
Astrology	The study of the planets and stars
Leeching	The use of leeches for blood-letting
Trepanning	Drilling a hole in the skull to allow evil spirits to escape
Urine Chart	Using urine – smell, colour, taste to diagnose illness
Barber Surgeon	An untrained surgeon who would carry out simple, basic operations
Apothecary	A herbalist who create herbal mixtures to prevent or treat illness/disease
Wise woman	A female healer – often the elderly lady in a village who would offer cheap treatments
Black Death	Bubonic plague that hit England in 1348



Arrow Tasks: Who would have been the most effective person to see for a treatment?
Why were so many 'old' ideas around for so long?

Top left: A diagram of the four humours
Bottom left: An example of bloodletting

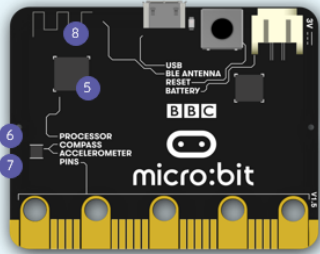
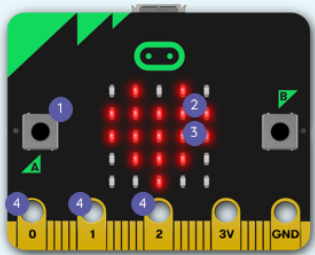
Top right: A urine chart – used for diagnosis
Bottom right: The Black Death 1348

Computing | Programming | Key Concept– Computational thinking and problem solving

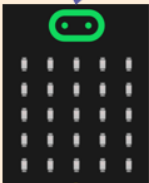
I need to know: the host of components built into the **micro:bit**, and write simple programs that use these components to interact with the physical world. In the process, they will refresh your Python programming skills and encounter a range of programming patterns that arise frequently in physical computing applications. You will also build a physical computing project.

Micro:bit components– Input, process and output

- ① Buttons: input
Capture user input to make things happen
- ② LED display: output
Show pictures, words, and numbers
- ③ Light sensor: input
Measure how much light is falling on the micro:bit
- ④ GPIO pins: input and output
Connect headphones, sense touch, and add other electronics
- ⑤ Temperature sensor: input
Measure how warm the environment is
- ⑥ Compass: input
Find magnetic north or measure the strength of magnetic fields
- ⑦ Accelerometer: input
Detect gestures and measure movement in 3 dimensions
- ⑧ Radio: communication i/o
Communicate with micro:bits and other devices



```
1 from microbit import *  
2 display.scroll("Hello there!")  
   object  method
```



display represents the micro:bit's 5x5 LED display.
scroll is an action you can perform on the display.

You have used the 'dot notation' before, when performing actions on lists.

Algorithms	Are a set of instructions for solving a problem
Program	Is a set of precise instructions, expressed in a programming language e.g. MicroPython (text based programming language)
Syntax	All programming languages have rules for syntax i.e. how statements can be assembled. Programs written in a programming language must follow its syntax.
Syntax errors	Programs with syntax errors cannot be translated and executed e.g. the command word print must be in lowercase NOT Print
Logical errors	Logic errors do not cause a program to crash. However, logic errors can cause a program to produce unexpected results e.g. the wrong data type is used OR the code is in the wrong sequence.
Debugging	An part of programming is testing your program and ' debugging ' (which means removing the bugs).
Variables	Is a named memory address that holds a value. The value held in a variable can change.
Constants	A constant allows a value to be assigned a name. Unlike a variable, the value assigned to a constant cannot be changed whilst the programming in running.
display	Code written to represent the micro:bits 5x5 LED display
scroll	Is an action you can perform on the display
MicroPython	Text-based programming language
Accelerometer	An accelerometer is an electromechanical device used to measure acceleration forces. Such forces may be static, like the continuous force of gravity or, as is the case with many mobile devices, dynamic to sense movement or vibrations

Computing | Programming | Key Concept– Computational thinking and problem solving

I need to know: the host of components built into the **micro:bit**, and write simple programs that use these components to interact with the physical world. In the process, they will refresh your Python programming skills and encounter a range of programming patterns that arise frequently in physical computing applications. You will also build a physical computing project.

Examples of code that will be used

```
1 from microbit import *
2 images = [Image.DIAMOND_SMALL,
3           Image.DIAMOND,
4           Image.SQUARE]
5 for image in images:
6     display.show(image)
7     sleep(1000)
8 display.clear()
```

- 🔄 **images** is a **list** of built-in images.
- 🔄 A **for** loop is used to iterate over each **image** in the list and display it.
- 🔄 **sleep** introduces a delay between successive images.

Syntax checklist

- ☑ Python is case-sensitive: Upper case and lower case characters are different.

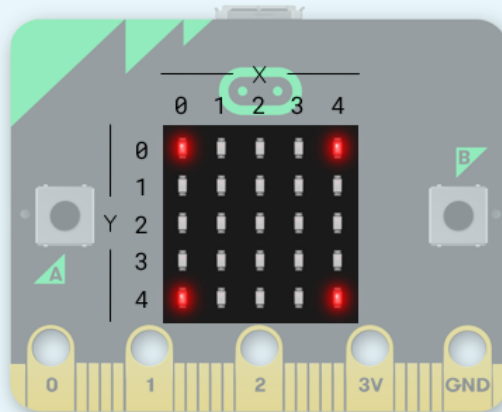
```
1 from microbit import *
2 star = Image("03530:"
3             "35753:"
4             "57975:"
5             "35753:"
6             "03530")
7 display.show(star)
```

After an image like **star** has been created, it can be used just like the built-in images.

Syntax checklist

- ☑ There are no commas between the lines in the **star** image. This is **one** string, laid out in different lines for readability.

```
1 from microbit import *
2 delay = 100
3 # top right
4 display.set_pixel(4, 0, 9)
5 sleep(delay)
6 display.clear()
7 # bottom right
8 display.set_pixel(4, 4, 9)
9 sleep(delay)
10 display.clear()
```



```
1 from microbit import *
2 from random import randint
3 while True:
4     x = randint(0, 4)
5     y = randint(0, 4)
6     brightness = randint(0, 9)
7     display.set_pixel(x, y, brightness)
8     sleep(5)
```

- 🔄 The **randint** function, imported from the **random** module, returns a random integer within a specified range.
- 🔄 The condition in the **while** loop is always **True**: the statements in the **while** block will be repeated forever.

Syntax checklist

- ☑ Indentation matters: Spaces before a statement mean that it belongs inside a nested block.

Questions that would help you prepare for an assessment-

- What are the output devices built into a Micro:bit?
- What are the input devices built into a Micro:bit?
- What is an accelerometer?
- What sensor built into the Micro:bit is used to detect 'gestures' e.g. shaking or tilting?
- How does Bluetooth work?
- What do the comparison operators **<** & **>** mean?
- What does **<=** or **>=** mean?

What do I need to be able to do?

By the end of this unit you should be able to:

- Solve problems with bills and bank statements
- Calculate simple interest
- Calculate compound interest
- Calculate wages and taxes
- Solve problems with exchange rates
- Solve unit pricing problems

Keywords

Credit: money being placed into a bank account

Debit: money that leaves a bank account

Balance: the amount of money in a bank account

Expense: a cost/ outgoing.

Deposit: an initial payment (often a way of securing an item you will later pay for)

Multiplier: a number you are multiplying by. (Multiplier more than 1 = increasing, less than 1 = decreasing)

Per Annum: each year

Currency: the type of money a country uses.

Unitary: one – the cost of one.

Bills and Bank Statements

Bills – tell you the amount items cost and can show how much money you need to pay.

Some include a total

Menu	Price
Milk	89p
Tea	£1.50

Look for different units (Is it in pence or pounds)

Bank Statements

Bank statement can have negative balances if the money spent is higher than the money coming into the account

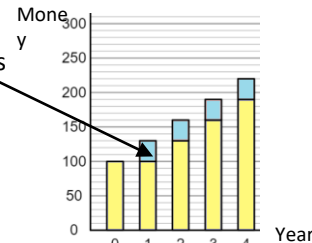
Date	Description	Credit	Debit	Balance
19 th Sept	Salary	£1500		£1500
19 th Sept	Mortgage		£600	£900
25 th Setp	Bday Money	£15		£915

Simple Interest

For each year of investment the interest remains the same

$$\frac{\text{Principal amount} \times \text{Interest Rate} \times \text{Years}}{100}$$

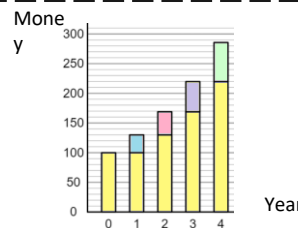
Principal amount is the amount invested in the account.



Compound Interest

Interest is added to the current value of investment at the end of each year so the next year's interest is greater.

$$\text{Principal amount} \times \text{Multiplier}^{\text{Years}}$$



Value Added Tax (VAT)

VAT is payable to the government by a business. In the UK VAT is 20% and added to items that are bought.

Essential items such as food do not include VAT.

Unit Pricing

4 Oranges
£1

5 cupcakes
£1.20

$$\begin{aligned} 4 &= £1.00 \div 4 = £0.25 \\ 2 &= £0.50 \div 2 = £0.25 \\ 1 &= £0.25 \end{aligned} \quad \begin{aligned} 5 &= £1.20 \div 5 = £0.20 \\ 1 &= £0.20 \end{aligned}$$

Cost per Unit

Wages and Taxes

Salaries fall into tax brackets – which means they pay this much each month from their salary.

Taxable Income	Tax Rate
£12 501 to £50 000	20%
£50 001 to £150 000	40%
over £150 000	45%

Over time:

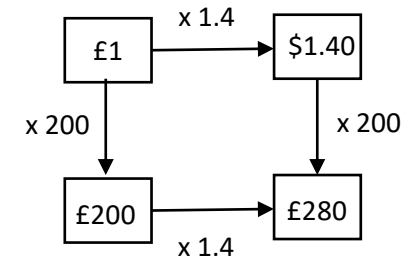
Time and a half – means 1.5 times their hourly rate
Double – 2 times their hourly rate

To calculate unit per cost you divide by the cost.

Cupcakes are the best value as one item has the cheapest value

There is a directly proportional relationship between the cost and number of units.

Exchange Rates



When making estimates it is also useful to use estimates to check if our solution is reasonable.

Use inverse operations to reverse the exchange process

Common Currencies

United Kingdom	£	Pounds
United States of America	\$	Dollars
Europe	€	Euros

What do I need to be able to do?

By the end of this unit, you should be able to:

- Identify the order of rotational symmetry
- Rotate a shape about a point on the shape
- Rotate a shape about a point not on a shape
- Translate by a given vector
- Compare rotations and reflections

Keywords

Rotate: a rotation is a circular movement.

Symmetry: when two or more parts are identical after a transformation.

Regular: a regular shape has angles and sides of equal lengths.

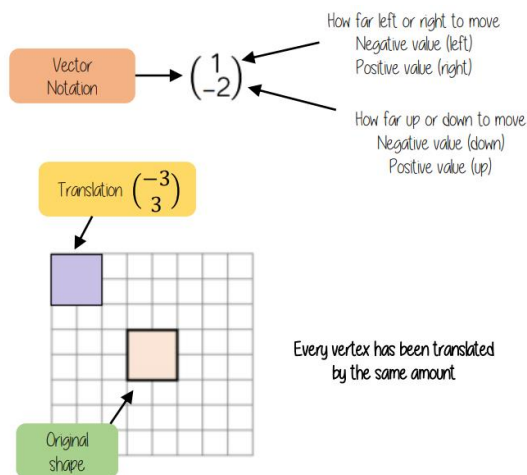
Invariant: a point that does not move after a transformation.

Vertex: a point two edges meet.

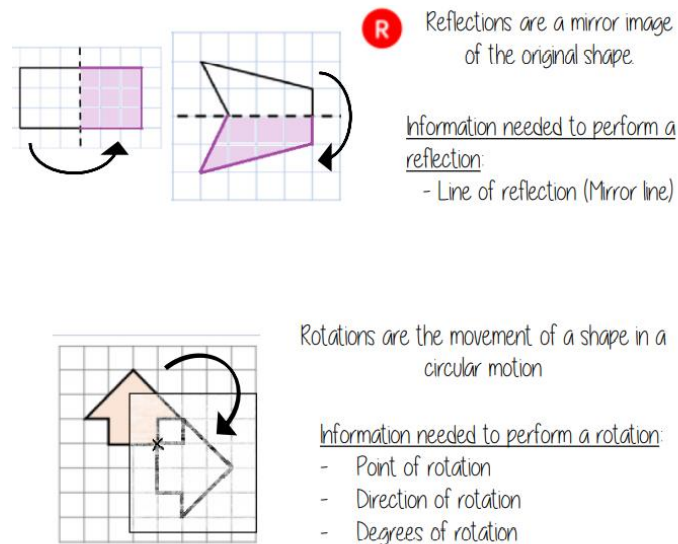
Horizontal: from side to side

Vertical: from up to down

Translations & vector Notation

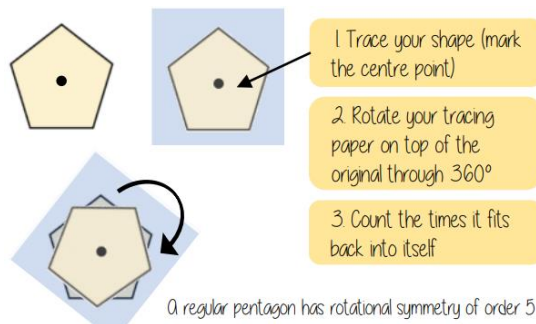


Compare Rotations & Reflections

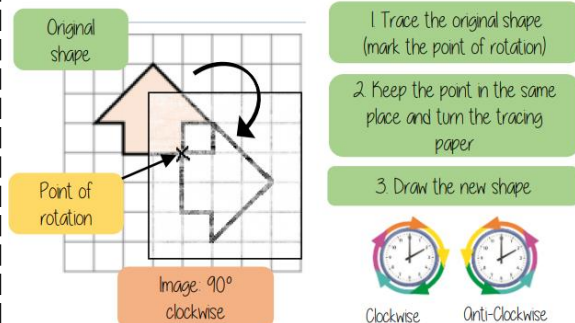


Rotational Symmetry

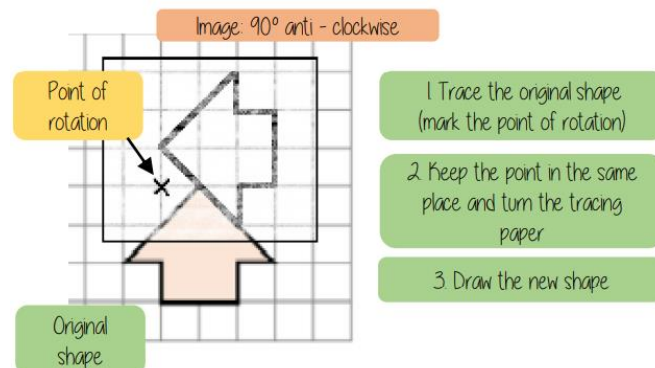
Tracing paper helps check rotational symmetry.



Rotate from a point in a shape



Rotate from a point outside a shape



Subject: **Music** Year 9: Summer Term 1

Topic: **Will We Make the Brit Awards?**

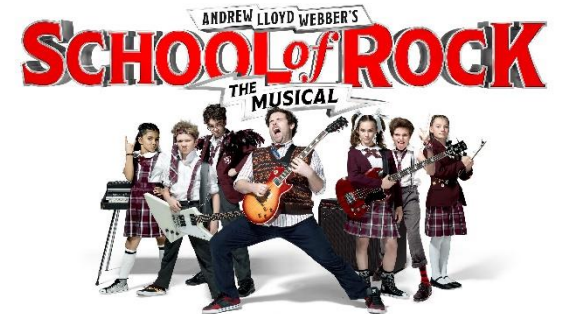
"You can't DOWNLOAD a live musical experience"

I need to be able to: Rehearse my own part (CHORDS, RIFF, MELODY, RHYTHM or VOCALS) of a well-known song **SO THAT** I can perform accurately in the recording of our final class performance together.

<u>KEY WORDS</u>	<u>MEANING</u>
Melody	The tune, the main part that everyone sings
Harmony	The accompaniment to the melody created by chords
Ensemble	More than two musicians performing together
Bass	The lowest part, often played on the bass guitar
Dynamics	The volume of the music – helps to create the mood
On the road!	The term that describes travelling musicians on tour

What makes a great performance?

- Preparing well – making sure you can play your own music confidently
- Rehearsing with your other group members a lot.
- Are you in time? Does it flow?
- Can you hear everyone?
- Have you done all you can to be ready for a public performance?



LISTEN

https://www.youtube.com/watch?v=XwxLwG2_Sxk

Blinded by the Light by The Weekend

Arrow Tasks – Find song lyrics and chords online and rehearse with friends to put together your own version of a song you like

PLAY

<https://tabs.ultimate-guitar.com/tab/the-weeknd/blinding-lights-chords-2908700>

I need to know: To understand the different types of training**Fitness for Sport****Key Terminology:**

- Maximum heart rate (MHR) – The highest achievable heart rate for an individual ($220 - \text{age}$)
- Aerobic training zone – When a performer works at 60-80% of their maximum heart rate (MHR).
- Anaerobic training zone – When a performer works at 80-90% of their maximum heart rate (MHR).

Principles of Training For Task 1

Continuous

Fartlek

Interval

HIIT (High intensity interval training)

Weight

Circuit

Plyometric

SMART goal setting for arrow task

Specific

Measurable

Achievable

Recorded

Timed

Homework Task 1

Create an information poster that can be displayed in the fitness suite explaining the 7 different types of training.

Arrow /Extension Tasks

You are working with Team GB in preparation for the next Olympic Games. Select a sport and an athlete that you are going to train. Explain what types of training they will need to use to be able to peak at the right time.

You need to use SMART goal setting to help you achieve your target.

Homework task 2:

Using the knowledge of the different types of training from task 1, create your own circuit or HIIT training session. The session must last a minimum of 30 minutes and needs to be able to be delivered to 20 people at the same time.

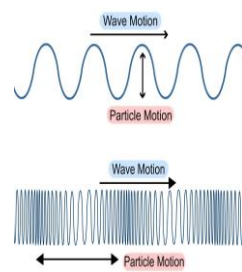


Links to further resources:

[Using goal setting - Goal setting - OCR - GCSE Physical Education Revision - OCR - BBC Bitesize](#)

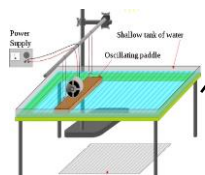
[Different training methods - Methods and effects of training - OCR - GCSE Physical Education Revision - OCR - BBC Bitesize](#)

Wave speed	Wave speed = frequency X wavelength	$V = f \times \lambda$
Wave period	Wave period = $1 \div \text{frequency}$	$T = 1 \div f$
Speed	Speed = distance \div time	$v = d \div t$



Transverse wave	Vibration causing the wave is at right angles to the direction of energy transfer	Energy is carried outwards by the wave.	Water and light waves, S waves.
Longitudinal wave	Vibration causing the wave is parallel to the direction of energy transfer	Energy is carried along the wave.	Sound waves, P waves.

Wavelength	Distance from one point on a wave to the same point of the next wave
Amplitude	The maximum disturbance from its rest position
Frequency	Number of waves per second
Period	Time taken to produce 1 complete wave



In water, use a ripple tank.
In air, use echoes.

Measuring speed

Properties

Transverse and Longitudinal waves

Waves in air, fluids and solids

Black body radiation

PHYSICS ONLY

Earth and Global warming

Ultraviolet, visible light, infra-red radiation penetrate atmosphere and heat up Earth's surface.
Longer wavelengths are radiated back, trapped by atmosphere.

Energy lost is not at the same rate as energy being absorbed so Earth heats up.

AQA Waves

e.g. Gamma

Electromagnetic waves

Short wavelengths have high frequency and high energy.

Black body radiation

All objects absorb or reflect infrared radiation

Hotter objects emit more infrared radiation.

Constant temperature

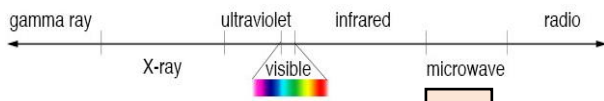
Rate of absorption = rate of radiation

Intensity and wavelength of energy affects temperature.

PHYSICS ONLY

Electromagnetic wave

Continuous spectrum of transverse waves



Absorbed light changes into thermal energy store.

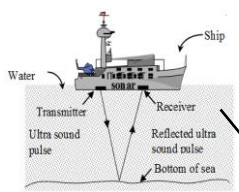
HIGHER: Properties

	Frequencies between 20 – 20,000 Hz	Longitudinal waves cause ear drum to vibrate, amplified by three ossicles which creates pressure in the cochlea.
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Black surfaces	Good emitters, good absorbers
White surfaces	Poor emitters, poor absorbers
Shiny surfaces	Good reflectors

EM waves refract

Science: Year 9 – Summer 1



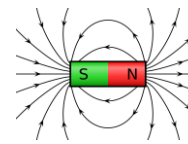
Ultra sound	Partially reflected off boundary	Used for medical and foetal scans.
Sonar	Reflected off objects	Used to determine depth of objects under the sea.

EM wave	Danger	Use
Radio	Safe.	Communications, TV, radio.
Microwave	Burning if concentrated.	Mobile phones, cooking, satellites.
Infrared		Heating, remote controls, cooking.
Visible	Damage to eyes.	Illumination, photography, fibre optics.
Ultra violet	Sunburn, cancer.	Security marking, disinfecting water.
X-ray	Cell destruction, mutation, cancer.	Broken bones, airport security.
Gamma		Sterilising, detecting and killing cancer.

Low frequency, long wavelength.	White	Wave lengths reflected
High frequency, short wavelength	Black	Wave lengths absorbed

Electromagnet	<i>Lots of turns of wire increase the magnetising effect when current flows</i>	Increase strength of magnetic field	<i>Use larger current</i>
	Turn current off, magnetism lost.		<i>Use more turns of wire</i>
			<i>Put turns of wire closer together</i>
			<i>Use iron core in middle</i>

Y9 AQA MAGNETISM AND ELECTROMAGNETISM



Permanent and Induced Magnetism

Magnets

Magnetic	<i>Materials attracted by magnets</i>	Uses non-contact force to attract magnetic materials.
North seeking pole	<i>End of magnet pointing north</i>	Compass needle is a bar magnet and points north.
South seeking pole	<i>End of magnet pointing south</i>	Like poles (N – N) repel, unlike poles (N – S) attract.
Magnetic field	<i>Region of force around magnet</i>	Strong field, force big. Weak field, force small. Field is strongest at the poles.
Permanent	<i>A magnet that produces its own magnetic field</i>	Will repel or attract other magnets and magnetic materials.
Induced	<i>A temporary magnet</i>	Becomes magnet when placed in a magnetic field.

Subject: Spanish

Year 9: Summer 1

There will be more specific vocabulary.

This will be given to you by your teacher.

Topic: En Forma

I need to be able to: ask and give details about a healthy/unhealthy diet, sports, daily routine and advice about keeping in shape

Key Words	Definitions
Verb Stem-changing verbs	Words which tell you the action. The vowels in the stem of the verb changes: Jugar – juego...
Subject pronouns	Words that tell you who is doing the action.
Noun	A place, person or a thing.
Gender	In French, nouns and adjectives can be either masculine or feminine.
Adjective	Words which describe nouns. In French adjectives are the same gender as the noun which they describe.
Definite article	'the'
Indefinite article	'a' 'some'
Singular	One of something
Plural	More than one of something
Positive phrase	'is', 'do' 'does'
Negative phrase	'is not', 'does not', 'don't', 'never'
Possessive adjectives	My /your/his/her/their + noun) Mi/mis /tu/tus/su/sus

Jugar: to play

Juego = I play
Juegas = you play
Juega = he /she plays /we play

Jugamos = We play
Jugáis = You play (pl)
Juegan they play

Reflexive verbs

Me despierto= I wake up

Me levanto= I get up

Me lavo= I wash

Me ducho= I shower

Me visto= I get dressed

High Frequency words:

Hoy= today
Ahora=now
El año pasado = last year
Ayer= yesterday
Anoche= last night
Por lo general= in general
Luego= then
Sin embargo= however
Despues= after

TENSES

The tense of a verb tells you when the action happens:

- The preterite tense tells of a completed action in the past
- The Near Future tense tells of an action or event that is going to happen
- The present tense tells of an ongoing or current action or event.

Arrow Tasks: Research a sports person from a Spanish speaking country. Find out what they do to keep in shape, train, their daily routine, diet and any injuries they have had. Make a poster about them.

Wow phrases:

Se debería comer más fruta y verduras- you ought to eat more fruit and vegetables

Soy adicto/a a los refrescos, son riquísimos- I'm addicted to fizzy drinks, they are delicious

No se debería comer comida basura, es malsano- you shouldn't eat junk food, it's

Links to further resources: Improve your Spanish pronunciation: <https://ielanguages.com/spanishphrases.html>

	español	inglés
1	¿ Llevas una dieta sana ?	Do you have a healthy diet?
2	Como pescado, verduras y fruta todos los dias	I eat fish, vegetables and fruit every day
3	Pero nunca como pasteles porque no son sanos	But I never eat cakes because they are not healthy
4	Bebo agua todos los días y bebo leche a veces	I drink water every day and I drink milk sometimes
5	Nunca bebo el café porque es asqueroso	I never drink coffee because it's disgusting
6	Soy vegetariano/a, no como la carne	I'm a vegetarian, I don't eat meat.
7	Juego al baloncesto a menudo. Es mi deporte favorito	I play basketball often, It's my favourite sport
8	Además, hago artes marciales una vez a la semana	In addition, I do martial arts once a week
9	Sin embargo prefiero los deportes de equipo	However I prefer team sports
10	Por la mañana, me despierto a las seis y media y me levanto	In the morning, I wake up at 6.30 and I get up
11	Me ducho, me visto y desayuno a las siete	I shower, I get dressed and I have breakfast at 7
12	Voy al gimnasio y entreno despues del insti	I go to the gym and I train after school
13	Me duele la cabeza.	My head hurts
14	Me duelen los dientes	My teeth hurt
15	Estoy cansado/a y tengo tos	I'm tired and I have a cough
16	Para estar en forma, se debe dormir ocho horas	To keep in shape, you should sleep for 8 hours
17	También se debe beber agua frecuentemente	Also, you should drink water frequently
18	Al otro lado, no se debe beber alcohol ni fumar	On the other hand, you shouldn't drink alcohol or smoke

Year 9 Product Design: Candle Holder

I need to be able to:

Re

- understand how to design using CAD - Adobe Illustrator
- identify the key features of the Modernist Design Movement
- demonstrate the importance of aesthetics within the designing and making process.
- develop practical skills in metalwork and woodwork



Key Words/ Terms	Definition
Task Analysis	To analyse the product design project to ensure that you are aware of what is expected.
Modernist Design	The style of visual arts, architecture and design. Modernism promoted sleek, clean lines and used modern technologies
Research:	The systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions
Sconce	This is the cup-shaped component at the top of a candlestick /candelabrum which holds the candle in place
Surface Finish	The final design will be created using CAD (computer aided design) and CAM (computer aided manufacture). The cut parts will be joined and the surface will be ' finished ' by fine sanding and applying a wax coat in layers to create a protective, smooth finish
Packaging	Products are usually displayed and sold in packaging which protects the contents and gives visual information about the product in the form of graphics - images and text



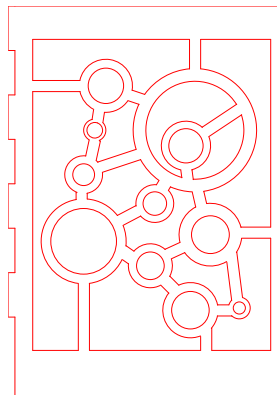
Risk Assessment Table

		Severity of Harm (Impact)		
		Low (L)	Medium (M)	High (H)
Likelihood	High (H)	3	4	5
	Medium (M)	2	3	4
	Low (L)	1	2	3

Workshop Safety

Personal Protective Equipment (PPE)

Risk Assessment



Making the sconce:

Planishing: A metalwork technique using a hammer to form and texturize metal.



Design influence:
Modernist design



Arrow Tasks:

- Research alternative materials and techniques that could be used for the candle holder and see if you can incorporate them into your own design
- Explain the different materials and techniques you could use.

Links to further resources:

<https://www.bbc.co.uk/bitesize/topics/zhv8q6f/resources/1>

http://wiki.dtonline.org/index.php/Main_Page

<https://www.technologystudent.com/equip1/equipex1.htm>

Topic: Textile Landscape

I need to be able to:

- understand the concept of mixed media.
- identify the key features of Kas Holmes' work and to understand its context.
- demonstrate the importance of aesthetics within the designing and making process.
- develop practical skills & knowledge of fabric properties

Who is Cas Holmes?

A mixed media artist. Working with textiles and mixed media, she creates textile collages using discarded and 'found materials'. These are torn, cut, and re-assembled creating layers, building up compositions with the addition of detailing through stitch. Her particular interest is the link between the built and natural environment (Urban/Nature).

"My work is informed by the 'hidden' or often overlooked parts of our landscape, the places where our gardens meet the outside spaces. Working with 'stitch sketching', I seek to capture a moment or thing before it is gone." - Cas Holmes

Key Words

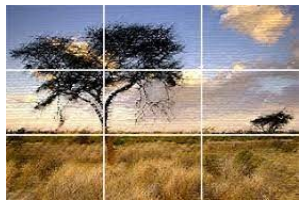
• Mixed media



* Collage



* Composition



Definitions

Mixed media describes artwork in which more than one medium or material has been used.

A technique of art creation by which art results from a collection of different forms which results in creating a new whole.

Composition refers to how the artwork is 'put together'. A successful composition draws the viewer in and then moves the viewer's eye across the whole painting so that everything is taken in, finally settling on the main subject of the artwork.

**Drawing with stitch**

Built up areas of texture, pattern and line can all be replicated with either hand or machine sewing. This gives the stitch an almost sketch-like quality. Densely worked stitch can provide textural interest. Applied in a more open and gestural way, stitch can give a sense of movement.

Arrow Task: Research 3 textile artists that use stitch drawing within their work. Compare their styles of work- do they have similarities/ how do their styles differ from one another?

Topic: Food

I need to be able to: secure and demonstrate a range of complex food skills, applying the knowledge of food science and dietary related diseases to modifying recipes, to cook a wider range of dishes, safely and hygienically, and understand commercial food production/ provenance of ingredients.

Key word	Definition
Allergic reaction	The immune system is part of the body's defence system, as it protects against foreign organisms like bacteria and viruses. In some people, it may also react to substances in foods, or in the environment, e.g. pollen, milk, nuts
Lactose intolerance	A person is allergic to lactose found in milk— this also includes all products made with milk— cheese, yogurt, cream, butter.
Coeliac	A person is allergic to gluten found in wheat. This includes any product made with it—flour, bread, pasta, pastry, cakes, biscuits, commercial products containing starch.
Gelatinisation	Starch (flour) is used to thicken a sauce . It absorbs the liquid , swells and bursts open at 100 °c thickening the
Reduction	Boiling a sauce to thicken it. The water boils at 100°C turning to steam. The water evaporates from the sauce
Lamination	To roll and fold pastry to create layers of air, fat and pastry (lamination) so it rises when baked— flaky , rough



What is Sensory Evaluation?

"A scientific discipline used to evoke, measure, analyze and interpret those responses to products that are perceived by the senses of sight, smell, touch, taste and hearing."



Gelatinised sauce— flour, butter and milk is cooked to make a sauce—Macaroni cheese, lasagne sauce. **Quality control—thick smooth glossy sauce.**

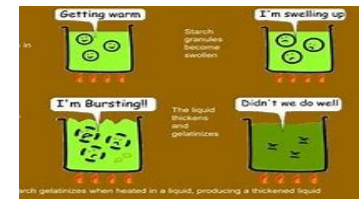
Reduction sauce— to simmer a sauce to evaporate the water to increase the thickness and intensity of the flavour.—**curry— lasagne meat sauce. Quality control—thick rich viscosity.**

Lamination— rough puff pastry. Creating layers of fat, air and pastry so it rises when baked.—**Filled pastry parcels. Quality control—well risen flaky layers.**

Cake methods—creaming, melting, whisking, rubbing in—investigating the structural, sensory properties. **Evaluation techniques.**

How to use industrial equipment correctly to reduce making time. To use quality control points to achieve high quality products.

Quality control example—elastic dough—gluten window check



Arrow Tasks -

- Explain the benefits of seasonal local foods. Apply this to the food miles, carbon footprint and link to global warming. Understand welfare issues when producing meat, poultry and fish. Explain how commercial foods are produced and understand food labelling . Apply this information to make informed food choices relating to diet, allergies, religious beliefs and consumer choices - vegan, vegetarian, Buddhism, low fat diet, coeliac etc.



Topic: 'Refugee Boy' by Benjamin Zephaniah

I need to know some of the ideas associated with books written about non-fiction events. I need to be able to see how writers engage and entertain and be able to use some of those techniques in my own non-fiction writing.

Key Words

- Refugee: a person who has been forced to leave their country in order to escape war, persecution, or natural disaster.
- Asylum: a place of shelter or safety. An asylum seeker is someone who has come to the country because it is a safe place for them, where their life will not be in danger.
- Ethiopia: Africa's oldest independent country and its second largest in terms of population.
- Eritrea: won independence from Ethiopia in 1993 after a 30-year war, but has been plagued by repression at home and tense relations with its neighbours.
- The Refugee Council: a UK based organisation which works with refugees and asylum seekers.
- Political asylum: the protection granted by a state to someone who has left their home country as a political refugee. The Home Office: a department of the Government which is responsible for immigration, security and law and order
- Persecution: hostility and ill-treatment, especially because of race or political or religious beliefs; oppression

Key themes:

War and conflict: Alem is forced to become a refugee due to the war between Eritrea and Ethiopia. Whilst living in England, he encounters conflict every day and compares it to the war in Africa.

Love: Alem's parents love him and Mr Kelo leaves Alem in England to protect him from the dangers of war. Alem's friends and foster family also love him and protest against the decision to send him back to Ethiopia or Eritrea.

Hope: Alem continuously has hopes that peace will be declared between Ethiopia and Eritrea and that he will be able to return safely to Africa to live with his family.

Injustice: Alem is not welcome in either Ethiopia or Eritrea because he is mixed-race and is threatened at gun-point by soldiers who tell his family to leave. However, a judge (who has never been to either country) decides that it is safe for Alem to return. This leads to Alem's friends protesting against the decision.

Isolation: Alem is left alone in England at the beginning of the novel. Throughout the book, Alem is faced with isolation and loneliness and there are many barriers which make him feel like an outsider

Key characters

- Alem: the protagonist of the novel. Alem is not safe in either Ethiopia or Eritrea because he is mixed-race.
- Mr Kelo: Alem's father. He is Ethiopian.
- Mrs Kelo: Alem's mother. She is Eritrean.
- Mr and Mrs Fitzgerald: Alem's foster parents.
- Ruth: Mr and Mrs Fitzgerald's daughter.
- Sheila: a social worker who supports Alem.
- Mariam and Pamela: they are from the refugee council. They help Alem to apply for asylum.
- Robert: Alem's friend from school. His real name is Roberto Fernandez.
- Sweeney: a bully from the care home.
- Stanley: a boy in the care home that shares a room with Alem.
- Mr Hardwick: the hotel manager who finds Alem alone.
- Nicholas Morgan: a barrister for Alem.
- Buck: one of the students from Alem's school.
- Asher: is a very friendly to Alem

Big questions:

- Was Alem's father right to leave him in London? How do you think he felt doing it? What would you have done in that situation?
- How do you feel when people use language you do not understand?
- What is important to an average 14-year-old in the UK? What is important to Alem? Explain why Alem might feel differently?
- What have you learnt about the treatment of asylum seekers after reading this book?

Suggested activities:

- Find out about the countries that refugees come from. What has happened in those countries that means people have to leave to live?
- How do the media represent asylum seekers in the UK? How would Alem react to the headlines?
- Write an imaginary letter to the government asking that Alem be given asylum in Britain, and explain why.

Links to further resources: https://media.bloomsbury.com/rep/files/BenjaminZephania_readingGuide.pdf
<https://www.bbc.co.uk/news/topics/cg41ylwvxmdt/refugees-and-asylum-seekers>
<https://www.bbc.co.uk/bitesize/clips/zbrd2hv>

What do I need to be able to do?

By the end of this unit you should be able to:

- Add/Subtract unit fractions (same denominator)
- Add/Subtract fractions (same denominator)
- Use equivalent fractions
- Draw and measure lines
- Measure angles
- Identify parallel and perpendicular lines
- Identify polygons

Keywords

Numerator: the number above the line on a fraction. The top number. Represents how many parts are taken

Denominator: the number below the line on a fraction. The number represent the total number of parts

Equivalent: of equal value

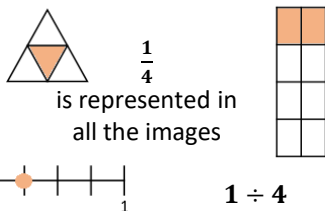
Place value: the value of a digit depending on its place in a number. In our decimal number system, each place is 10 times bigger than the place to its right

Polygon: A 2D shape made with straight lines

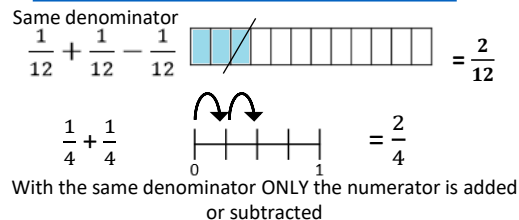
Rotation: turn in a given direction

Protractor: equipment used to measure angles

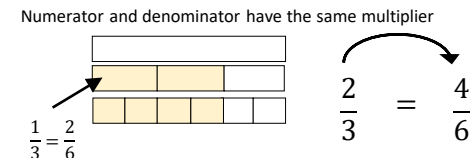
Representing Fractions



Add/Subtract unit fractions



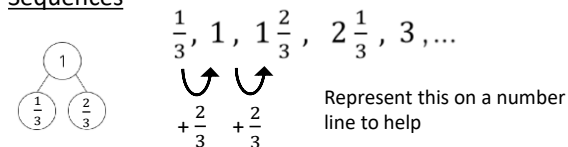
Equivalent fractions



Add/Subtract fractions



Sequences



Fractions and decimals

$$\frac{1}{10} = 0.1$$

$$\frac{1}{100} = 0.01$$

Example $\frac{6}{10} + 0.3 \rightarrow 0.6 + 0.3$

$$\frac{6}{10} + \frac{3}{10}$$

Remember to use equivalent fractions and common denominators

Addition Subtraction

Column method

Multiplication

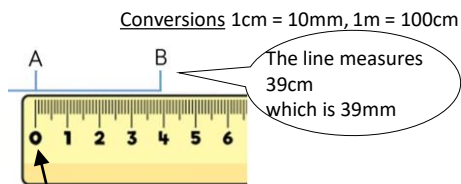
Grid method

Formal method

Division

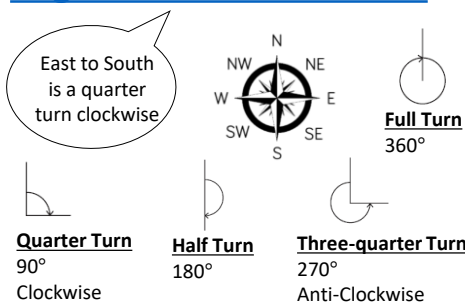
Bus stop method

Draw and measure lines



Make sure the start of the line is at 0;

Angles as measures of turn



Polygons

3 - Triangle
4 - Quadrilateral

5 - Pentagon
6 - Hexagon

8 - Octagon

If all the sides and angles are the same, it is a **regular** polygon

Classify angles

Acute Angles
 $0^\circ < \text{angle} < 90^\circ$

Obtuse
 $90^\circ < \text{angle} < 180^\circ$

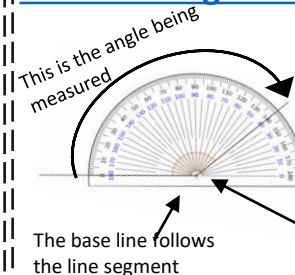
Reflex
 $180^\circ < \text{angle} < 360^\circ$

Right Angles
 90°

Right angle notation

Straight Line
 180°

Measure angles to 180°



Read from 0° on the base line. Remember to use estimation. This is an obtuse angle so between 90° and 180°

Parallel and Perpendicular lines

Parallel lines

Straight lines that never meet (Have the same gradient)

Perpendicular lines

Straight lines that meet at 90°

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Keyword	Definition
The Solar System	The Sun together with all the planets and bodies that revolve around it.
Earth	The 3 rd planet from the Sun, the planet we live on.
season	A particular period of the year characterised by weather, temperature etc
winter / summer / autumn / spring	The four seasons of the year.
planet	A large heavenly body revolving around the sun and reflecting light
orbit	To move / travel around
weather	The state of the atmosphere with respect to wind, temperature, cloudiness, moisture and pressure.
Tectonic plates	Plates that make up the Earth's surface.

Knowledge

The Earth is a planet in the Solar System. It is the planet we live on.

There are four seasons on Earth and these occur at particular times of the year characterised by the weather, light and temperature.

The Earth orbits the sun. One complete journey around the Sun is called an orbit. For Earth, one orbit takes 365 days = 1 year.

Every planet has a different orbit, as it takes different lengths of time for each planet to complete one full journey around the Sun.

There are different physical processes that can occur linked to the movement of the Earth's tectonic plates.

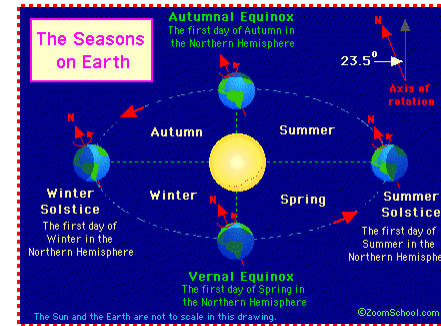
There have been natural disasters in many different countries, some of these are:

- Pompeii
- Montserrat
- St Helens volcano eruption
- Indian ocean boxing day tsunami

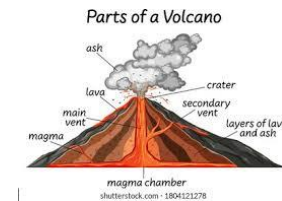
What happened in these places? What was the impact then and now?



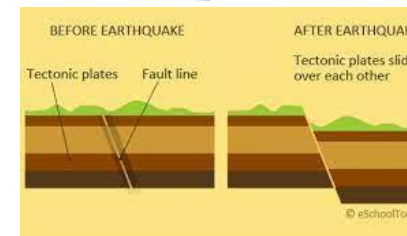
Pompeii



The four seasons—**spring, summer, autumn, and winter**—follow one another regularly. Each has its own light, temperature, and weather patterns that repeat yearly.



Physical processes and hazards



Skills:
 Use Geographical vocabulary
 Use Scientific vocabulary
 Use secondary sources
 Use ICT
 Identify places where natural disasters have occurred
 Identify the impact of physical processes on the Earth, people

At the end of this unit you will be able to: Explain and describe what is meant by each physical process and what happens. Explain how the Earth's tectonic plates play a part in the physical processes that impact the Earth.

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A Guide to Revision

We hope you find these pages about revision useful. You will need to use these skills throughout your time at school, from Year 7 all the way through to Year 13. Developing these skills early means they will become second nature and revision will become easy!

We want you to achieve the best possible results throughout your time at school and achieve results that will not only increase your life chances but also take you to the next step on your chosen career pathway. Speak to any one of your teachers for more advice on revision.

Points to remember

- Revision is re-looking at information you have learnt previously.
- The idea is that you know the information that will be tested and can remember it for the exam.
- Your attitude is important.
- You only fail if you give up.
- If you fail to plan, you plan to fail.

Believe in yourself, be positive.
If you think you can succeed you will.

Attendance

- Every lesson counts and your attendance is vital.
- Try your best in all lessons and make them work for you.
- It is what you are getting out of it that matters.
- This is YOUR result, so make it count.
- You will get out of it what you put in - so do your best.

Revision materials you'll need



These are to help you organise your revision and keep everything in one place.

Top Tip: Revision materials are available from the school shop in the library.

You can also buy these items very cheaply from a local pound shop!

Revision Strategies

Revision Planner							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							

- Plan your time – create a revision timetable
- Break revision into chunks
- Find a quiet space to revise



- Revise in 20 minute blocks
 - This is the optimum concentration time
 - Have a short break between blocks



- Avoid distractions!
 - Turn off your phone
 - Turn off the TV



Brain Dump

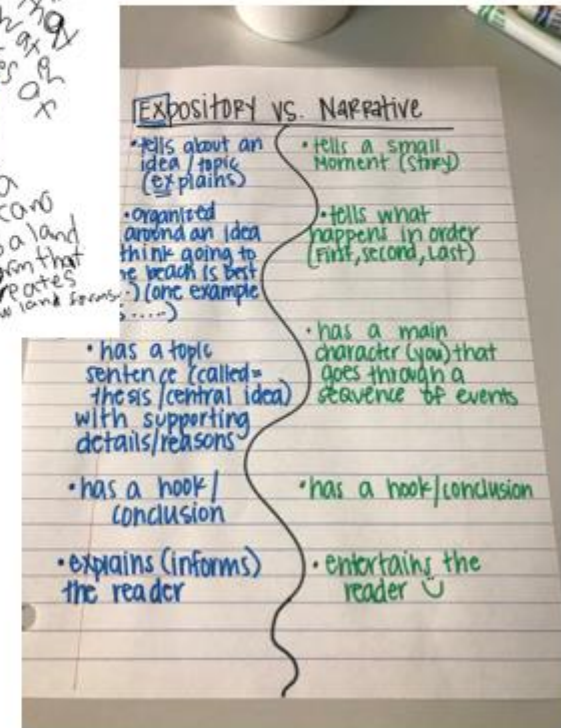
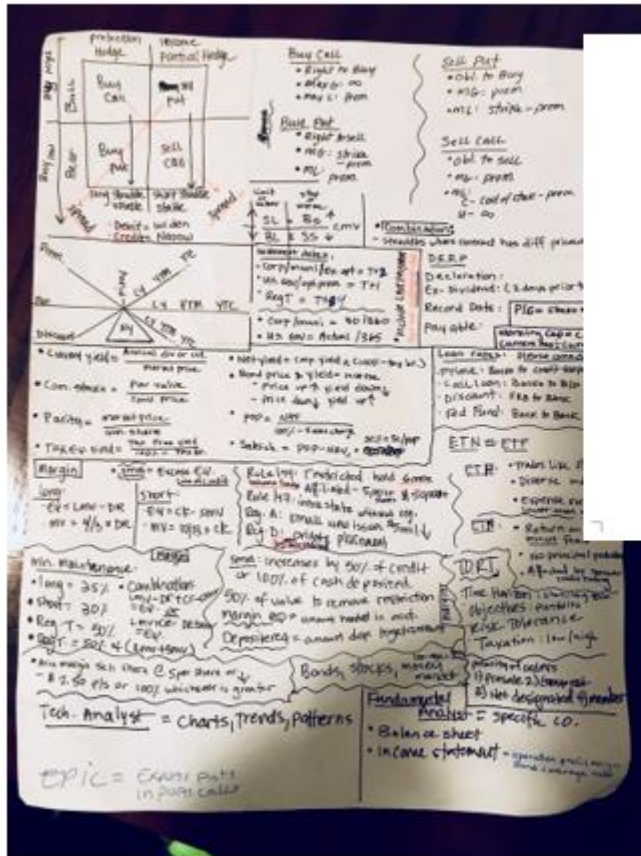
WHEN: beginning of 20 minute revision block

HOW:

- Take a blank piece of paper
- Write down (DUMP!) everything you know about the topic
 - No books
 - No notes
 - Be as messy as you like
- Time limit of 60 seconds
- Now revise the topic (15 minutes)
- Finally, go back to your DUMP and add everything you have learnt
 - Use a different colour pen

IMPACT: you should be able to add 7-15 new things to your DUMP

Examples of Brain Dumps



Top Tip: Repeat a brain dump regularly.

This will help identify which aspects of a topic you have **forgotten** to include. These are the areas you need to **focus on** when revising!

MIND MAPS

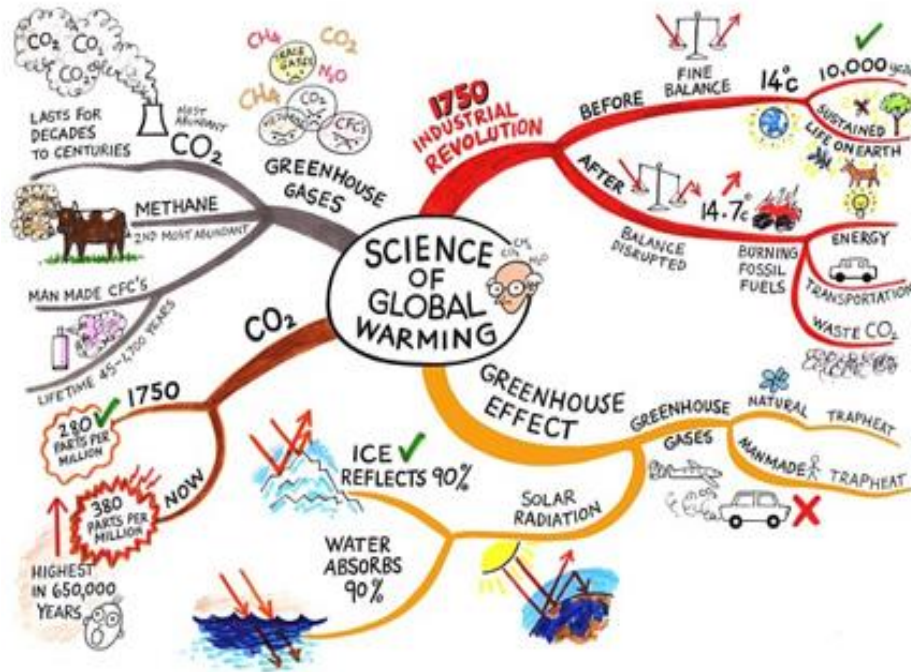
WHEN: to organise information from your exercise/text book.

HOW:

- Put the topic in the centre of a blank page
- Add big branches with the main ideas/themes of the topics
- Add small branches to these with more detail
- Try to write only 1 or 2 words per branch
 - Focus on the key points only
- Add an image to each branch (dual code)
- Revisit your mind map next time you DUMP

IMPACT: whole topic with the key ideas on a single page.

Examples of Mind Maps

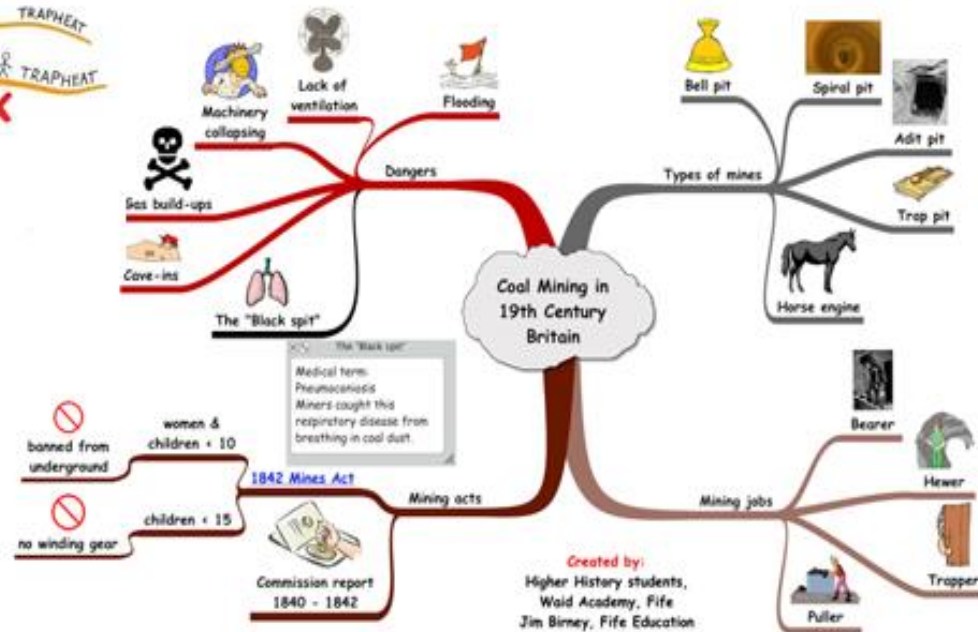


Top Tip: Use different colours for each branch of your mind map.

This helps your brain distinguish between each of the different information stems.

Top Tip: Use 'dual coding' in your mind maps.

Dual coding means using both words and images to record the information you need to remember.



Created by:
Higher History students,
Wald Academy, Fife
Jim Birney, Fife Education

FLASH CARDS

WHEN: to organise information from your exercise or text book.

HOW:

- Put a key question on one side
- Bullet point the key points that answer the question on the other side
- Put a formula / word on one side
- Put the definition on the other side
- You might be able to group key formulae/words together
- Bullet point the key points of a topic on one card (use both sides)

IMPACT: great for targeting key questions/formulae/words that you are finding hard to remember. Easy to carry around.

Examples of Flash Cards



Top Tip: Once you have created your flash cards, take a photo with your phone.

Create revision folders in your gallery so that you can revise in the car, on the bus... in fact anywhere when you've got a few spare minutes!

Mnemonics

WHEN: remembering a list of things or items in a particular order

HOW:

- Create a song, rhyme or poem using the first letter of each word in a sequence

For example:

- Richard of York gave battle in vain (to remember the colours of the rainbow)
- **Red Orange Yellow Green Blue Indigo Violet**



- Write out the first letter of each word in a sequence or list then make up your own rhyme

IMPACT: great for remembering sequences and orders of words relating to a topic.

Top Tip: Be **creative** when using mnemonics.

The sillier the rhyme, the more likely you are to remember it! **Repeat** the rhyme **regularly** to make sure it goes into your long term memory

Liskeard's Six Effective Learning Strategies

Check out the link on our school website for more information:

<http://www.liskeard.cornwall.sch.uk/students/six-strategies-for-effective-learning>

1. SPACE IT OUT



Don't just revise what you've just learnt.
Study older information to keep it fresh.

2. RETRIEVE



Without using your books, write or sketch
everything you know. Then check it!

3. ELABORATE



Think about the detail.
Describe, Explain, Compare, Question...

4. INTER-LEAVE



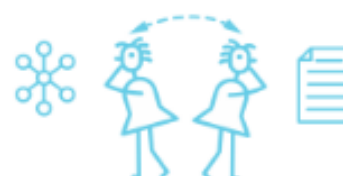
Don't study one topic for too long.
Switch between topics when studying.

5. USE EXAMPLES



Collect examples you have used in
class, or found yourself.
Link the examples to what you are studying.

6. DUAL CODE



Turn your words & notes into diagrams or pictures.
Turn your diagrams & pictures into words or notes.

Revision Websites

In addition to the website links within the subject pages, there are as a wide range of resources available online. Below is just a small section of those available.

<https://www.educationquizzes.com/ks3/>

Interactive resources for a wide range of subjects

<https://www.bbc.com/bitesize/levels/z4kw2hv>

Resources for a wide range of subjects

<https://mathsmadeeasy.co.uk/ks3-revision/>

Great for maths, also offers English and science resources

<https://www.senecalearning.com/>

Quick fire interactive questions across a range of subjects

Top Tip: Ask your teacher for a list of the topics you need to revise.

Websites contain a lot of information, some of which that will not be relevant to your course. Make sure you revise everything you need to know!