

# Year 9 Knowledge Organiser

## Summer Term (2) 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.

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Art  
Drama  
English  
Ethics, Philosophy and World Views  
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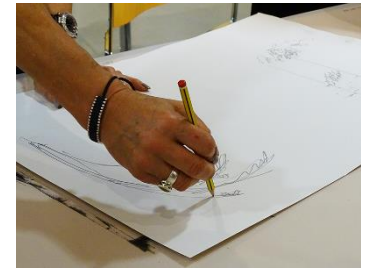
Music  
Physical Education  
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Transition groups only  
A guide to revision strategies

**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.

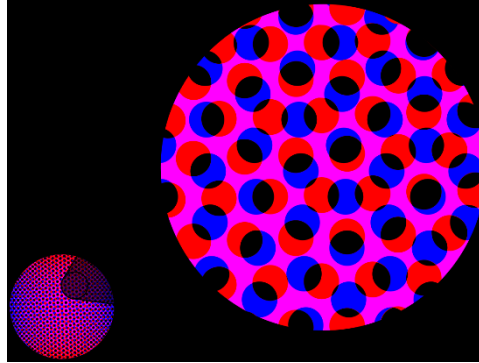


Topic: **Propaganda and juxtaposition. Borders, boundaries and frontiers. (2D Print making)**

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"> <li>Exaggerated physicality</li> <li>Character</li> <li>Movement</li> <li>Physical Theatre</li> </ul>	<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"> <li>Chair duets</li> <li>Building blocks</li> <li>Cohesion</li> </ul>	<p>Devising technique</p> <p>Steps to devise</p> <p>Working efficiently as a group</p>
<ul style="list-style-type: none"> <li>Rehearsal</li> <li>Transitions</li> </ul>	<p>Moving effectively from one scene to another</p>
<ul style="list-style-type: none"> <li>Entrances/exits</li> <li>Spatial awareness.</li> </ul>	<p>Understanding of space</p>
<ul style="list-style-type: none"> <li>Frantic Assembly, DV8, Push</li> </ul>	<p>Physical theatre companies</p>
<ul style="list-style-type: none"> <li>Lifts</li> <li>Synchronisation</li> </ul>	<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

## Key Terms and Definitions

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

## 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 Punctuation

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

## Year 9 French (Summer 2)

In this module you will learn how to initiate and develop conversations in 'real life' situations, for example buying items or asking for help or information.

Question words:	
Qui...?	Who...?
Quel(le)...?	Which...?
Quand...?	When...?
Que ...?	What...?
Pourquoi...?/	Why...?
Combien...?	How many...?
Qu'est-ce que...?	What is (it)?
Où est...?	Where is ...?
Combien coûte...?	How much is (it)...?

More general useful phrases	
Je voudrais	I would like
Je veux	I want
J'aime...	I like (s/pl)
Je n'aime pas..	I don't like (s/pl)
Je vais	I go.../I am going
Je suis allé(e)	I went
Je vais aller.../nous allons aller...	I am going to go.../ we are going to go
Je voudrais aller	I would like to go
On peut...	You can...
Peut-on...?	Can you...?
J'ai besoin de...	I need ...
Je préfère	I prefer
Je cherche...	I am looking for
J'ai faim	I am hungry
j'ai soif	I am thirsty
Est-ce que c'est ouvert?	Is it open?
C'est fermé	It is closed
A quelle heure...?	At what time...?
Avez vous...?	Do you have...? (polite form)
Je peux vous aider?	How can I help you? (polite form)

Being polite	
Monsieur /Madame	Mr./ Mrs ( Sir/Madam)
Bonjour	Good morning /hello
Au revoir	goodbye
S'il vous plaît (polite)/s'il te plaît (familiar)	please
merci	Thank you
vous	Polite 'you' plural
Buying clothes	
essayer	To try on
Est-ce que je peux vous aider?	Can I help you with anything?
Celui-ci/ceux là	This/these (m)
Celle ci/ celles là	This/these (f)
Avez vous la taille...?	Do you have size...?
Est-ce que vous l'avez en « orange » ?	Do you have this in Orange?
Où est la cabine d'essayage, s'il vous plaît ?	Where re the changing rooms, please?
Je vais la/ l'/les essayer.	I am going to try it/them on.
C'est trop petit/grand/serré/large/long pour moi.	It is too small/big/tight/wide/long for me
Ça vous va très bien.	It suits you very well
C'est très à la mode.	It is really fashionable
Cool/super!	Cool !
Une réduction.	A discount
Une carte bleue/carte de crédit.	Credit card/chip and pin
Je veux échanger ce ....	I want to return this...

Buying drinks and snacks	
Le menu s'il vous plaît.	The menu please
Je voudrais réserver...	I would like to reserve
Je voudrais une table pour .... personnes	I would like a table for ... people please
L'addition s'il vous plaît	The bill please
Ça fait combien (en tout)?	How much is it (altogether)?
Vous acceptez les cartes de crédit ?	Do you accept credit/debit cards?
Est-ce que vous avez de la monnaie ?	Do you have change for a large 'bill'?

Lost Property	
Pouvez-vous m'aider s'il vous plaît ?	Can you help me?
J'ai perdu mon/ma/mes...	I have lost my ...
C'est grand/petit	It is big/small
Hier/ce matin	Yesterday/this morning
nom	name
âge	age
adresse	address

Buying food at the market	
J'ai besoin de	I need
Je voudrais	I would like
Un (demi) kilo de...	(half) a kilo of
Cent grammes de...	100 grams of
Un peu plus	A little more
Dix, vingt, trente, quarante	10,20,30,40
Cinquante, soixante, soixante-dix,	50,60,70.
quatre-vingt	80
quatre-vingts-dix, cent	90,100
Cent-un, cent-vingt	101,120

Asking for directions	
Où est le/la/les..., s'il vous plaît ?	Where is the ...please?
Pour aller à... ?	How do I get to the...?
Je voudrais aller à la/au/aux...	I would like to go to the...
C'est près/loin d'ici ?	Is it near/far from here?
Continuez tout droit	Carry straight on/Straight ahead
Tournez à droite/gauche	Turn right/left
Prenez...	Take the ..
La première, la seconde, la troisième	First/second/third
Traversez la place	Cross the square
Traversez la rue	cross the street
C'est à droite/gauche	It is on the right/left
Jusqu'au feu	Up to the traffic lights
Le pont	The bridge
Au parc, tournez à droite	At the park, you turn right
Êtes-vous en voiture?	Are you in a car?
Un mètre	A metre
Un kilomètre	A kilometre

At the chemist	
Est-ce que vous avez quelque chose pour...?	Do you have anything for...?
Je suis allergique à la/ au/ aux...	I am allergic to ...
...cela fait deux jours	...for two days now...
Je crois que je me suis cassé le bras	I think I have broken my arm

### Challenge!

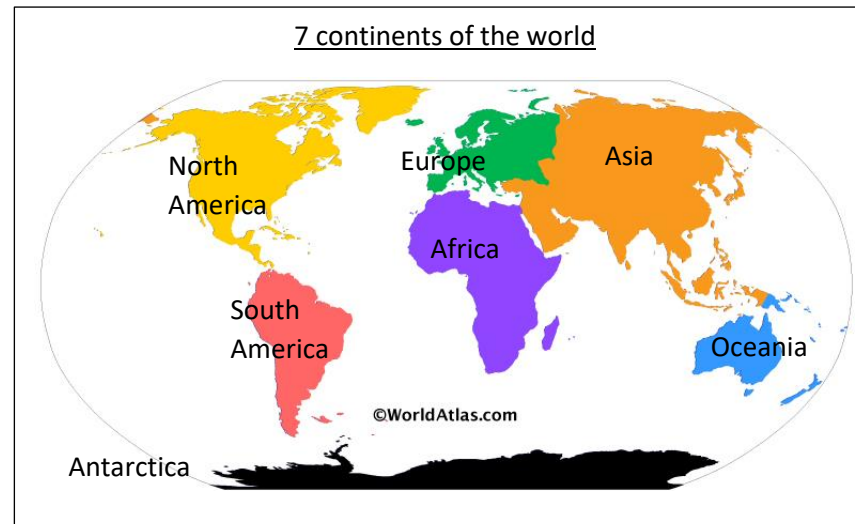
Create a booklet of useful phrases that an English speaking tourist could use during a trip to a French speaking country. What sort of key vocabulary and phrases would they need?

Are there other 'real life' situations they might need phrases and useful vocabulary for? For example: buying petrol or calling a mechanic; booking accommodation; buying tickets for a concert or a show; asking a vet for help if they have their pet with them; describing how they would like their hair cut

## Topic: Around the World

I need to know: How many of the units we have studied throughout key stage 3 are linked together. This unit will allow you to practice your skills learnt as well as make links between the content you have studied. You will look at different issues on different continents around the world.

Key Words	Definitions
Continent	A large land mass, there are 7 in total.
Tourism	Travel for pleasure where people stay away from home for one night or more.
Antarctic Treaty	An agreement signed by 12 countries in 1959 to protect Antarctica. 54 countries have now signed it.
Perception	What people think about something. Personal opinion.
Wildfire	An unplanned, uncontrolled fire that can be started naturally or by humans usually in an area of dry vegetation.



### South America – Macchu Picchu

More than 7,000 feet above sea level in the Andes Mountains, Machu Picchu is the most visited tourist destination in Peru. A symbol of the Incan Empire and built around 1450AD, Machu Picchu was designated a UNESCO World Heritage Site in 1983 and was named one of the New Seven Wonders of the World in 2007. Is tourism having a detrimental impact on this ancient site?



### Oceania – Australia

Australia is world famous for its natural wonders and wide open spaces, its beaches, deserts, "the bush", and "the Outback". Australia is one of the world's most highly urbanised countries; it is well known for the attractions of its large cities such as Sydney, Melbourne, Brisbane, and Perth. You will investigate the natural and human geography of Australia, what do you think of the country?



## Topic: Around the World

### North America – Wildfires

Wildfires is the term used for an uncontrolled fire fuelled by natural vegetation. In Australia wildfires are called bush fires. In North America they are called brush fires. They often start in rural, wilderness areas but migrate to rural-urban fringes, affecting buildings, animals and people. Wildfires are caused by a mixture of factors; high temperatures, drought conditions following a period of vegetation growth and a trigger which can be natural such as lightning or human influenced such as arson.

Wildfires can be controlled/managed in the following ways;

Aeroplanes & Helicopters, wildland fire engines, smokejumpers, control lines, backfiring, evacuations, education and GIS systems. Which method is most effective?



### Antarctica

Antarctica is a global common, not owned by one country or nation. The Antarctic Treaty was signed in 1959 by 12 countries as an agreement to protect the area. This agreement will end on 2048. Should it be renewed? Will it be renewed?

### Africa – People's perceptions of Africa

The continent of Africa contains 54 countries. How is Africa portrayed by different types of media from music to art and in films? You will investigate whether these sources of information accurately portray the vast continent of Africa or not.



### Asia -Did Mallory and Ervin reach the summit of Mount Everest?

You will use your skills of analysis and evaluation to look at sources of evidence to make a decision about whether Mallory and Ervin reached the summit of Mount Everest in 1924.

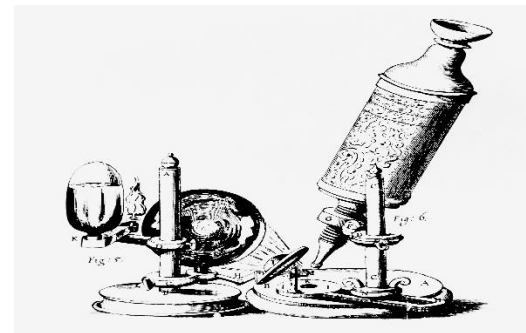
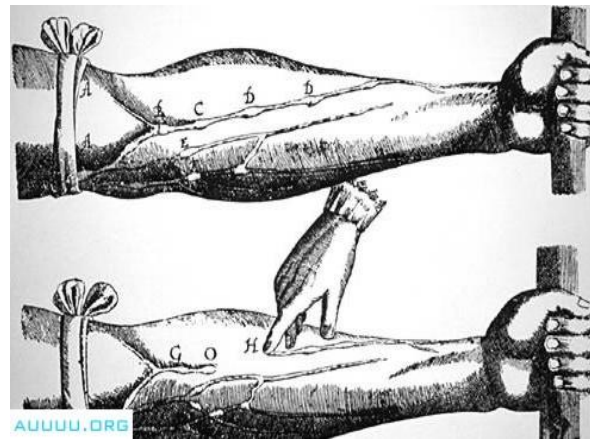




## Topic: Medicine through time 1250-present: Renaissance Medicine 1500-1700

I need to know: In the Renaissance Period (1500-1700) there was still little accurate knowledge of what caused illness and disease, or how to prevent and treat it. However, there were new ideas and people started to challenge the old ways of doing things. God, miasma, and the supernatural were believed a bit less but there were no new proven discoveries on what caused illness. However, hospitals did begin to give more help to the sick. The Great Plague struck in 1665 and people reverted to old beliefs.

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
Robert Hooke	Developed the early microscope
Royal Society	Group of scientists who were given a royal charter by King Charles II in 1662
William Harvey	Proved that blood was pumped around the body, not produced in the liver as was thought
Thomas Sydenham	Believed that it was necessary to study the symptoms of illness to work out what it was.
Regimen Sanitatis	A list of advice on how to live a healthy lifestyle and prevent illness
Fugitive Sheet	An individual copy of a page from a bigger medical book
Anatomy	The study of the human body
Andreas Vesalius	Anatomist who produced detailed drawings of the human body
Pest house	A hospital specially for those with pox or plague
Great Plague	Disease that killed 100,000 people in London in 1665
Quarantine	Being isolated from other people



Arrow Tasks: How much change was there in medicine in the Renaissance period?  
Why were so many 'old' ideas around for so long?

Top left: Harvey proving blood circulation  
Bottom left: Hooke's early microscope

Top right: A Vesalius drawing of the human body  
Bottom right: Trying to prevent the Great Plague

Links to further resources: <https://www.bbc.co.uk/bitesize/guides/zyscng8/revision/2>

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

**I need to know:** In this unit you will need to develop your understanding of **Variables, Constants, Operators, Data Types, Subroutines, Sequence, Selection and Iteration**. This unit introduces how data can be represented and processed in **sequences**, such as **lists** and **strings**. The lessons cover a spectrum of operations on sequences of **data**, that range from accessing an individual **element** to **manipulating** the **entire sequence**.

## Assignment

Assignments are **not** equations. The assignment on the right does **not** mean that the days variable always equals 365. It is an instruction to assign the value **365** to the **days** variable

```
days = 365
print(days, "days in a year")
```

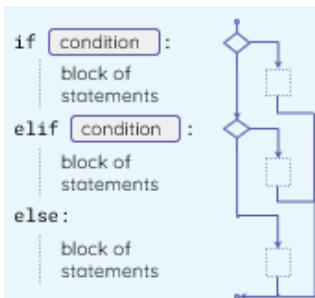
## Key Concept– Sequence

On the right is an example of **sequence**. The instructions are followed one after another.

```
print("What's your name?")
user = input()
print("Hello", user)
```

There are two **variables– Answer & Name**. **Answer** stores the input of the name that is typed. **Name** stores the same information as the **answer** variable.

## Key Concept– Selection



You need a **selection structure** (if-elif-else) when there are **multiple branches** and your program needs to **select** which one of them to follow.

You can use none, one, or multiple elif-blocks.  
You can use none, or one else-block.

```
1 print("What day is it today?")
2 day = int(input())
3 if day <= 4:
4     print("It's a weekday")
5 else:
6     print("It's the weekend!")
```

We created a program to check the day and display whether it's a weekday on not.

**Note:** The program uses **an integer for each day of the week**, ranging from 0 for Monday to 6 for Sunday.

## Key Concept– Iteration

Line 1- is an **instruction** to **assign** the value 10 to **count variable**.

Line 2- **while** the count variable is greater or equal to 1, print the variable count, then minus 1 off the variable count.

This will be repeated until the **count variable** is greater than or equal to 1.

Line 5 will then be executed,

```
count = 10
while count >= 1:
    print(count)
    count = count-1
print("Lift off!")
```

## A list of names

```
1 days = ["Monday", "Tuesday",
2         "Wednesday", "Thursday",
3         "Friday", "Saturday",
4         "Sunday"]
```

The names for the days of the week can be stored in a **list**.

A list is a kind of **data structure**.

Data structures are organised collections of data.

In the case of lists, data is organised in a **sequence**, with each item having a **unique index**, denoting its position in the list.

**Syntax:** A **comma-separated** list of values (**items**), in **square brackets**.

In this example, the list items are **string literals** (i.e. pieces of text), so they need to be in quotation marks.

days	0	1	2	3	4	5	6
	"Monday"	"Tuesday"	"Wednesday"	"Thursday"	"Friday"	"Saturday"	"Sunday"

When the program is executed, this is what the list will look like in memory.

days	0	1	2	3	4	5	6
	"Monday"	"Tuesday"	"Wednesday"	"Thursday"	"Friday"	"Saturday"	"Sunday"

Each item has a unique **index**, denoting its position in the list.

Note: List item numbering starts from 0 (zero-based).  
★

```
1 days = ["Monday", "Tuesday",
2         "Wednesday", "Thursday",
3         "Friday", "Saturday",
4         "Sunday"]
5 print(days[0])
```

days	0	1	2	3	4	5	6
	"Monday"	"Tuesday"	"Wednesday"	"Thursday"	"Friday"	"Saturday"	"Sunday"

When this program is executed, what will be displayed on the screen?

**Answer:** Monday

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

+	addition	<b>Arithmetic operators</b> These are used to form arithmetic expressions.	a + 1	a plus 1
-	difference		b - c	b minus c
*	multiplication		3 * d	3 times d
/	division		9 / 4	9 divided by 4 (value: 2.25)
//	integer division		15 // 2	quotient of 15÷2 (value: 7)
%	remainder of integer division		15 % 2	remainder of 15÷2 (value: 1)
**	exponentiation		2 ** 8	2 to the power of 8 (value: 256)

## The index of an item

```
1 planets = ["Mercury", "Venus",  
2           "Earth", "Mars",  
3           "Jupiter", "Saturn",  
4           "Uranus", "Neptune"]  
5 position = planets.index("Venus")  
6 print(position)
```

### Question

What do you think will be displayed on the screen when this program is executed?

```
1 planets = ["Mercury", "Venus",  
2           "Earth", "Mars",  
3           "Jupiter", "Saturn",  
4           "Uranus", "Neptune"]  
5 position = planets.index("Venus")  
6 print(position)
```

planets	
0	"Mercury"
1	"Venus"
2	"Earth"
3	"Mars"
4	"Jupiter"
5	"Saturn"
6	"Uranus"
7	"Neptune"

When the program is executed, this is what the list of planets will look like in memory.

Item numbering in lists begins with 0.



```
1 planets = ["Mercury", "Venus",  
2           "Earth", "Mars",  
3           "Jupiter", "Saturn",  
4           "Uranus", "Neptune"]  
5 position = planets.index("Venus")  
6 print(position)
```

### Question

What do you think will be displayed on the screen when this program is executed?

### Answer

The number 1 will be displayed.

This is the **index** of the value "Venus" in the list of **planets**.

Algorithms	Are a set of instructions for solving a problem
Program	Is a set of precise instructions, expressed in a programming language e.g. Python
Syntax	All programming languages have rules for <b>syntax</b> 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 <b>print</b> must be in lowercase NOT <b>Print</b>
Logical errors	Logic errors do not cause a program to crash. However, <b>logic errors</b> 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 ' <b>debugging</b> ' (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.
Data types	Data can be different types e.g. <ul style="list-style-type: none"><li>• Integer (whole number)</li><li>• Real/ float (decimal number e.g. 3.14)</li><li>• Boolean (0 or 1, yes or no, on or off)</li><li>• Character (a letter or number)</li><li>• String (mixture of letters, numbers and punctuation)</li></ul>
Algorithm	Algorithms can be represented as pseudocode or a flowchart, and programming is the translation of these into a computer program.
Python interpreter	This is a program that translates and executes your python program e.g. IDLE.

### What do I need to be able to do?

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

- Solve speed, distance, time questions
- Use distance time graphs
- Solve density, mass, volume problems
- Solve flow problems
- Use flow graphs
- Interpret rates of change and their units

### Keywords

**Convert:** change

**Mass:** a measure of how much matter is in an object. Commonly measured by weight.

**Origin:** the coordinate (0,0)

**Volume:** the amount of 3D space a shape takes up

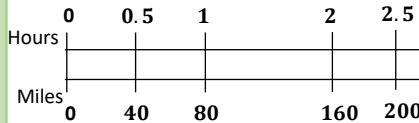
**Substitute:** putting numbers where letters are – replacing numbers into a formula

### Speed, Distance, Time

"per" for every e.g. 80 miles per hour (mph)  
Travel 80 miles every hour

$$\text{speed} = \frac{\text{distance}}{\text{time}}$$

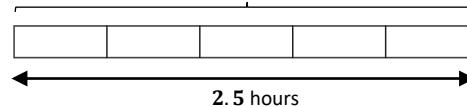
You can use a double number line to help you calculate distance



Bar models can help to calculate mph

Each part is half an hour  
Each part is 60 miles

e.g. A boat travels at a constant speed for 2.5 hours  
It travels 300 miles.



### Flow problems & graphs



This will fill at a constant rate, then as the space decreases it will speed up and the neck of the bottle fill at a faster constant speed



The cylinder will fill at a constant speed



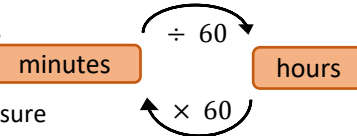
Units are important. Ensure any volume calculations are the same unit as the rate of flow



### Speed, Distance, Time

Before calculations – make sure you are working in the same units as the speed

Learn or learn how to rearrange the formula for speed, distance and time



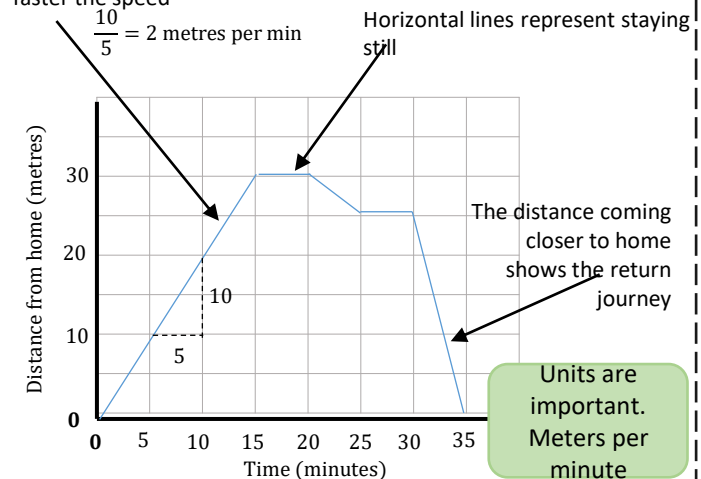
$$\text{time} = \frac{\text{distance}}{\text{speed}}$$

$$\text{distance} = \text{speed} \times \text{time}$$

### Distance – Time graphs

The steeper a gradient the faster the speed

Gradient = speed



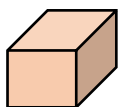
Units are important. Meters per minute

### Density, Mass, Volume

$$\text{density} = \frac{\text{mass}}{\text{volume}}$$

$$\text{volume} = \frac{\text{mass}}{\text{density}}$$

$$\text{mass} = \text{volume} \times \text{density}$$



volume of prism

=

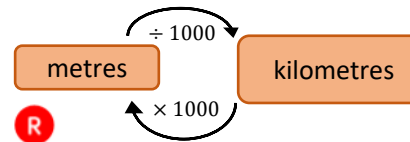
Area of cross section

× Depth



### Rates of change & units

Common rates of change relationships



**Speed:** miles per hour

**Exchange rates:** euros per pounds

**Density:** mass per volume

Revisit your conversions between units of length and capacity



**What do I need to be able to do?**

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

- Find single event probability
- Find relative frequency
- Find expected outcomes
- Find independent events
- Use diagrams to work out probabilities

**Keywords**

**Probability:** the chance that something will happen.

**Relative Frequency:** how often something happens divided by the outcomes.

**Independent:** an event that is not effected by any other events.

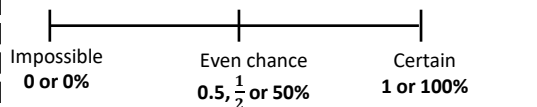
**Chance:** the likelihood of a particular outcome.

**Event:** the outcome of a probability – a set of possible outcomes

**Biased:** a built-in error that makes all values wrong by a certain amount.

**The probability scale**

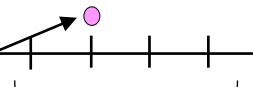
R



The more likely an event the further up the probability scale it will be in comparison to another event. (It will have a probability closer to 1)



There are 2 pink and 2 yellow balls, so they have the same probability



There are 5 possible outcomes So 5 intervals on this scale, each interval value is  $\frac{1}{5}$

**Single event probability**

R

Probability is always a value between 0 and 1

The probability of getting a blue ball is  $\frac{1}{5}$



$\therefore$  The probability of **NOT** getting a blue ball is  $\frac{4}{5}$

The sum of the probabilities is 1

The table shows the probability of selecting a type of chocolate

Dark	Milk	White
0.15	0.35	

$$P(\text{white chocolate}) = 1 - 0.15 - 0.35 = 0.5$$

**Relative Frequency**

$$\frac{\text{Frequency of event}}{\text{Total number of outcomes}}$$

Remember to calculate or identify the overall number of outcomes!

Colour	Frequency	Relative Frequency
Green	6	0.3
Yellow	12	0.6
Blue	2	0.1
	<b>20</b>	

Relative frequency can be used to find expected outcomes

e.g. Use the relative probability to find the expected outcome for green if there are 100 selections.

Relative frequency x Number of times

$$0.3 \times 100 = 30$$

**Expected outcomes**

Expected outcomes are estimations. It is a long term average rather than a prediction.

Dark	Milk	White
0.15	0.35	0.5

The sum of the probabilities is 1

An experiment is carried out 400 times.

Show that dark chocolate is expected to be selected 60 times

$$0.15 \times 400 = 60$$

**Independent events**

The rolling of one dice has no impact on the rolling of the other. The individual probabilities should be calculated separately.

Probability of event 1  $\times$  Probability of event 2

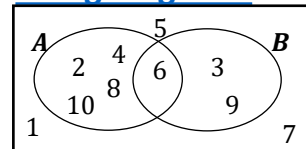


Find the probability of getting a 5 and a red



$$P(5) = \frac{1}{6} \quad P(R) = \frac{1}{4}$$

$$P(5 \text{ and } R) = \frac{1}{6} \times \frac{1}{4} = \frac{1}{24}$$

**Using diagrams**

The possible outcomes from tossing a coin

	1	2	3	4	5	6
H	1,H	2,H	3,H	4,H	5,H	6,H
T	1,T	2,T	3,T	4,T	5,T	6,T

Recap Venn diagrams, Sample space diagrams and Two-way tables

	Car	Bus	Wal k	Tota l
Boys	15	24	14	53
Girls	6	20	21	47
Tota l	21	44	35	100

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Subject: **Music** Year 9: Summer Term 2  
 Topic: **Will We Make the Brit Awards?**

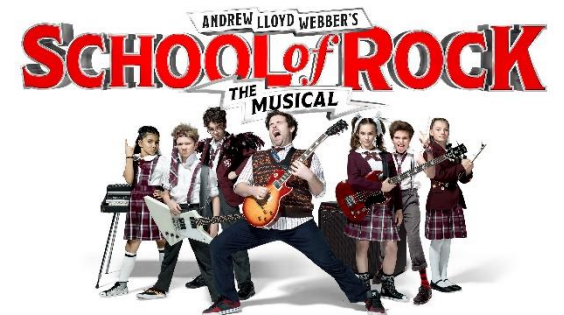
*"You can't DOWNLOAD a live musical experience"*

**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>
<b>Melody</b>	The tune, the main part that everyone sings
<b>Harmony</b>	The accompaniment to the melody created by chords
<b>Ensemble</b>	More than two musicians performing together
<b>Bass</b>	The lowest part, often played on the bass guitar
<b>Dynamics</b>	The volume of the music – helps to create the mood
<b>On the road!</b>	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](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: The importance of interpersonal skills and how to implement and develop these skills through physical activity and Inter Tutor Rounders.

<u>Key Words</u>	<u>Definitions</u>
<b><u>Interpersonal Skills</u></b>	The ability to communicate or interact well with other people.
<b><u>Teamwork</u></b>	The combined action of a group, especially when effective and efficient.
<b><u>Communication</u></b>	The use of word, behaviours, and body language to share information.
<b><u>Leadership</u></b>	The art of motivating a group of people to act toward achieving a common objective.
<b><u>Followship</u></b>	A willingness to accept direction and guidance from a leader.
<b><u>Active Listening</u></b>	The process by which an individual secures information from another individual or group whilst building strong relationships.
<b><u>Conflict Resolution</u></b>	The informal or formal process that two or more parties use to find a peaceful solution to their dispute.
<b><u>Responsibility</u></b>	The state or fact of having a duty to deal with something or of having control over someone.
<b><u>Empathy</u></b>	The ability to understand and share the feelings of another.

I need to be able to:

- Define the different components that make up interpersonal skills.
- Understand how I can demonstrate the components of interpersonal skills in my physical education lessons.
- Reflect on my own interpersonal skills and how I interact with others.
- Apply interpersonal skills during practical lessons.

## Interpersonal Skills within Rounders

The most successful teams work well together with everyone understanding their roles and being able to communicate effectively (batter, bowler, fielder, back stop). Being a sport reliant on every member of a team doing their bit to succeed, rounders embodies teamwork, communication and organisation in the hope of encouraging everyone to become more confident in themselves as individuals and the abilities of their team mates.



## Arrow Tasks

Choose a famous sportsperson and explain how they show all the interpersonal skills in their sport.

Links to further resources: [Interpersonal skills and professional qualities - Interpersonal skills and professional qualities - GCSE Hospitality \(CCEA\) Revision - BBC Bitesize](#)

## AQA GCSE Non-communicable diseases

Disease	<i>Cause</i>	Effect	Treatment
Coronary heart disease (CHD)	<i>A build up for fatty substances in the coronary arteries (atherosclerosis)</i>	Oxygen-ated blood cannot get to the cardiac muscle.	Stents: inserted into the blocked artery to open it up. Statins: lower harmful cholesterol.
Faulty heart valves	<i>Valves don't open or close properly</i>	Blood can leak or flow in the wrong direction	Biological valve transplant or a mechanical valve can be inserted

The end of Y9 has an extensive period of revision and skills for the end of year test. Checklists will be provided to help you prepare for these.

## Cancer

### Non-communicable diseases

The result of changes in DNA that lead to uncontrolled growth and division

<i>Benign tumour</i>	Contained in one area of the body (usually by a membrane) – not cancer.
<i>Malignant tumour</i>	Invade tissues and spread to different parts of the body to form secondary tumours.

Some cancers have genetic risk factors.

Carcinogens and ionising radiation increase the risk of cancer by changing/ damaging DNA

**Risk factors for heart/lung disease and certain types of cancer include drinking alcohol, diet, obesity and smoking**

These risks factors can also affect the brain, liver and the health of unborn babies

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# Summer 2: El Medio Ambiente

I need to be able to: talk about the environment: local and global issues.

Key Words	Definitions
Verb Infinitive	Words which tell you the action Original form of verb ending in –ar,-er,-ir
Subject pronouns	Words that tell you who is doing the action.
Noun	A place, person or a thing.
Gender	In Spanish, nouns and adjectives can be either masculine or feminine.
Adjective	Words which describe nouns. In Spanish adjectives are the same gender as the noun which they describe.
Definite article	‘the’
Indefinite article	‘a’ ‘some’
Singular	One
Plural	More than one
Positive phrase	‘is’, ‘do’ ‘does
Negative phrase	‘is not’, ‘does not’, ‘don’t’, ‘never’
Possessive adjectives	My (in Spanish, there are 2 forms; singular and plural – Mi /mis

## Me preocupa(n):

To say I am worried and I am concerned.

## Nos preocupa(n)-

We are worried

**Remember to add an n if the word that follows is plural.**

It works the same for:

**Me fastida  
Me irrita  
Me molesta**

Which all mean I' am annoyed about

## Superlative

**You use the superlative to compare more than two things and say that something is the ‘best, biggest, worst’ etc.**

**El/la +más + adjective  
(mi hermana es la más alta=  
My sister is the tallest)**

**el/la +menos + adjective  
(mi pueblo es el peor= my  
town is the worst)**

## Future Tense

The future tense is used to express what will take place.

**(WILL)**

## Regular Endings

Yo -é  
tu-ás  
él/ella-á  
nosotros -emos  
vosotros -éis  
Ustedes-án.

There will be more specific vocabulary.

This will be given to you by your class teacher.

## **Arrow Tasks:**

**Research animals in danger of extinction in Spanish-speaking countries. Make a presentation about them, the region and what can be done to help save them.**

	español	inglés
1	¿Qué problemas hay en tu región?	Which problems are there in your region?
2	El aire y el agua están contaminados	The air and water are polluted
3	En nuestra ciudad hay mucha basura	In our city there is a lot of rubbish
4	Hay demasiado tráfico	There is too much traffic
5	Además, no hay espacios verdes	Also, there are no green spaces
6	¿Qué se debe hacer para proteger el medio ambiente?	What must we do to protect the environment?
7	Es necesario comprar productos ecológicos	It's necessary to buy green products
8	Hay que consumir menos energía	We need to use less energy
9	También, se debe proteger la naturaleza	Also, we should protect nature
10	¿Qué haces para reciclar?	What do you do to recycle?
11	Reciclo las latas, el papel y el cartón	I recycle cans, paper and cardboard
12	y separo la basura	and I separate the rubbish
13	¿Qué problemas hay en el mundo?	What problems are there in the world?
14	Me preocupa más el calentamiento global	I'm most worried about global warming
15	La sequía es un problema grave	Drought is a serious problem
16	El mayor problema es la destrucción del ecosistema	The biggest problem is the destruction of ecosystems
17	El mundo está en peligro	The world is in danger
18	Hay el riesgo de un desastre nuclear	There is the risk of a nuclear disaster
19	Es un problema muy grave	It's a very serious problem



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



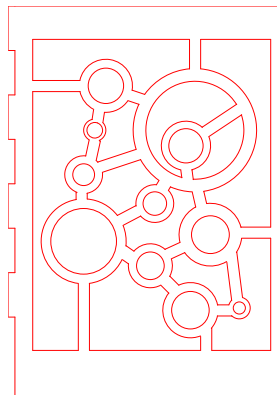
Risk Assessment Table

		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](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

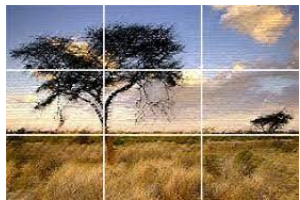
#### Mixed media



#### \* 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."

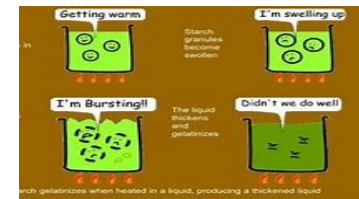


**Gelatinised sauce—** flour, butter and milk is cooked to make a sauce—Macaroni cheese, lasagne sauce. **Quality control—thick smooth glossy sauce.**

**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.**



## 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.



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**



**I will be learning to:**

- Use the sum of angles at a point
- Use the sum of angles on a straight line
- Use equality of vertically opposite angles
- Know and apply the sum of angles in a triangle and the sum of angles in a quadrilateral
- Identify and represent sets
- Interpret and create Venn diagrams
- Calculate the probability of a single event
- Understand and use the probability scale

**Keywords**

**Vertically Opposite:** angles formed when two or more straight lines cross at a point.

**Interior Angles:** angles inside the shape

**Sum:** total, add all the interior angles together

**Polygon:** A 2D shape made with straight lines

**Scalene triangle:** a triangle with all different sides and angles

**Isosceles triangle:** a triangle with two angles the same size and two angles the same size

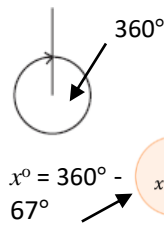
**Right-angled triangle:** a triangle with a right angle

**Probability:** likelihood of an event happening

**Set:** collection of things

**Intersection:** the overlapping part of a Venn diagram (**AND**  $\cap$ )

**Union:** two ellipses that join (**OR**  $\cup$ )

**Sum of angles at a point****Find angle BOE**

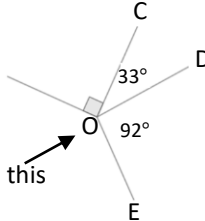
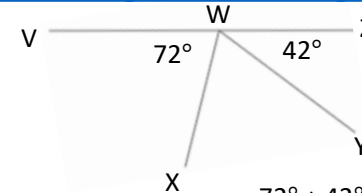
$$90^\circ + 33^\circ + 92^\circ = 205^\circ \text{ B}$$

$$360^\circ - 205^\circ$$

$$\text{BOE} = 155^\circ$$

Angle notation – find this missing angle

The sum of angles around a point is  $360^\circ$

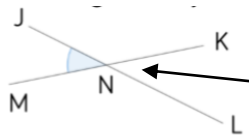
**Sum of angles on a straight line**

Adjacent angles that share a common point on a line add up to  $180^\circ$

**Find angle XWY**

$$72^\circ + 42^\circ = 114^\circ$$

$$180^\circ - 114^\circ = 66^\circ$$

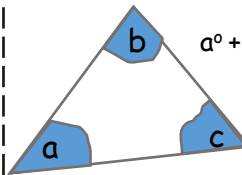
**Vertically opposite angles**

Angle JNM is vertically opposite to angle KNL

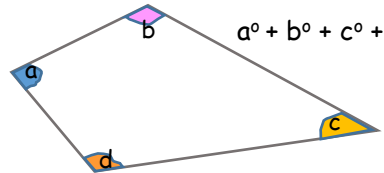
$$\text{JNM} = \text{KNL}$$

**Sum of angles in triangles**

Sum of interior angles in a triangle =  $180^\circ$



$$a^\circ + b^\circ + c^\circ = 180^\circ$$

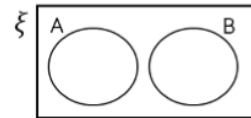
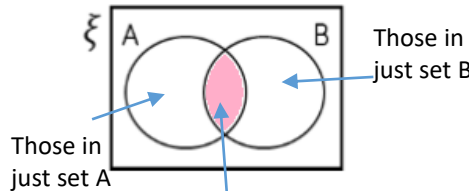
**Sum of angles in quadrilaterals**

$$a^\circ + b^\circ + c^\circ + d^\circ = 360^\circ$$

Sum of interior angles in a quadrilateral =  $360^\circ$

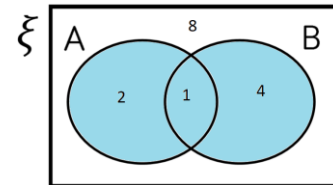
**Interpret and create Venn diagrams**

**Mutually exclusive sets**  
The two sets have nothing in common  
No overlap

**Intersection of sets**

Those in both set A and set B

The notation for this is  $A \cap B$

**Union of sets**

Elements in the union could be in set A OR set B

The notation for this is  $A \cup B$

**Probability of a single event**

The probability of pulling out the blue sweet is 1 out of 5

$$\text{This is written as } P(\text{blue}) = \frac{1}{5}$$

$$P(\text{yellow}) = \frac{2}{5}$$

2 yellow sweets  
5 sweets in the bag

Probability is always a value between 0 and 1

**The probability scale**

Pigs will fly.

It will rain today.

Constant practice of:  
Addition  
Subtraction  
Multiplication  
Division

[Return to contents page](#)

## 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

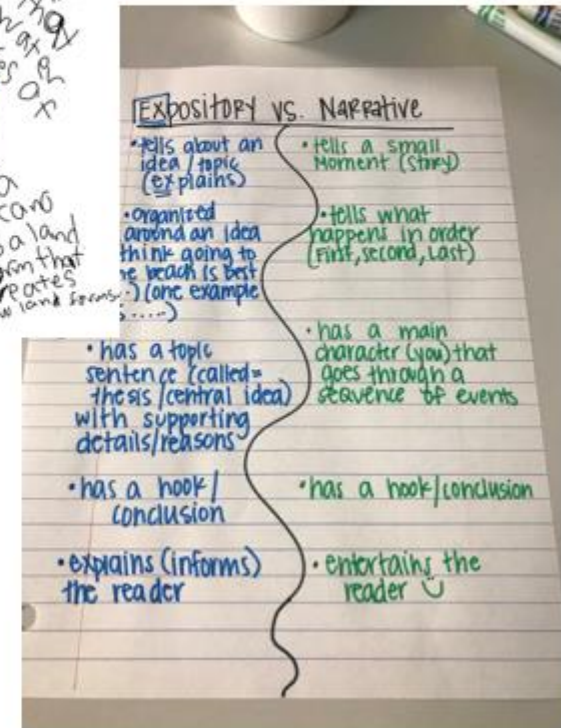
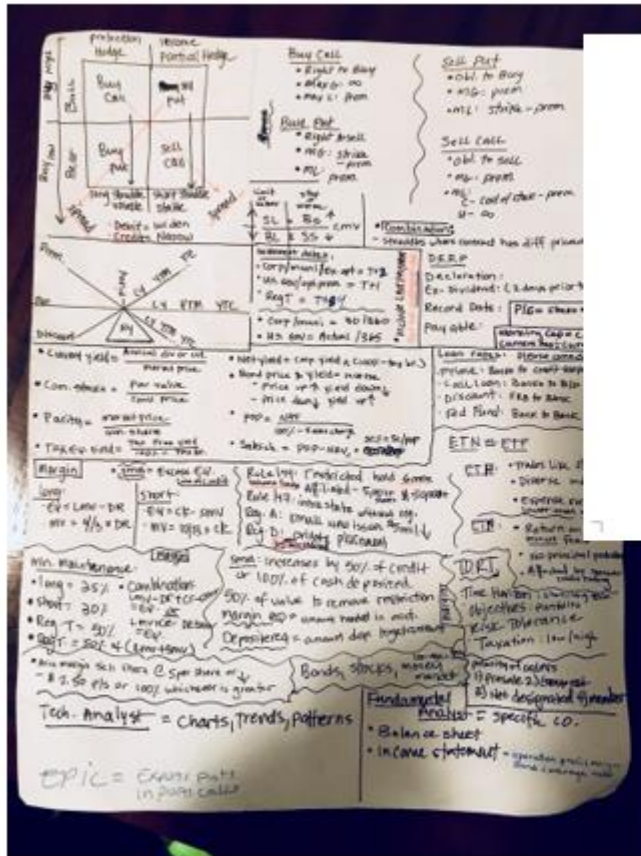
**WHEN:** beginning of 20 minute revision block

**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.

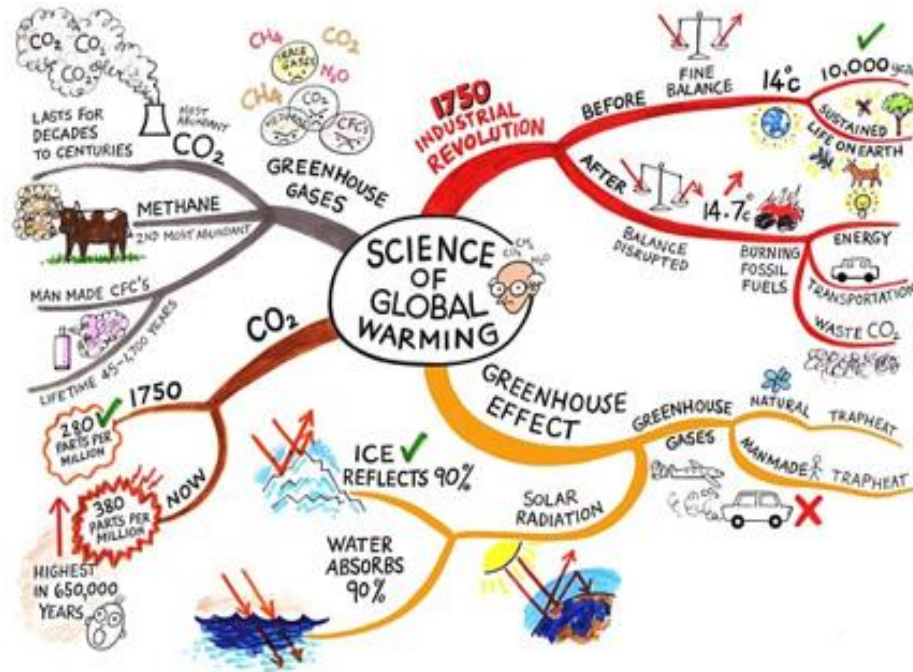
**HOW:**

- 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.

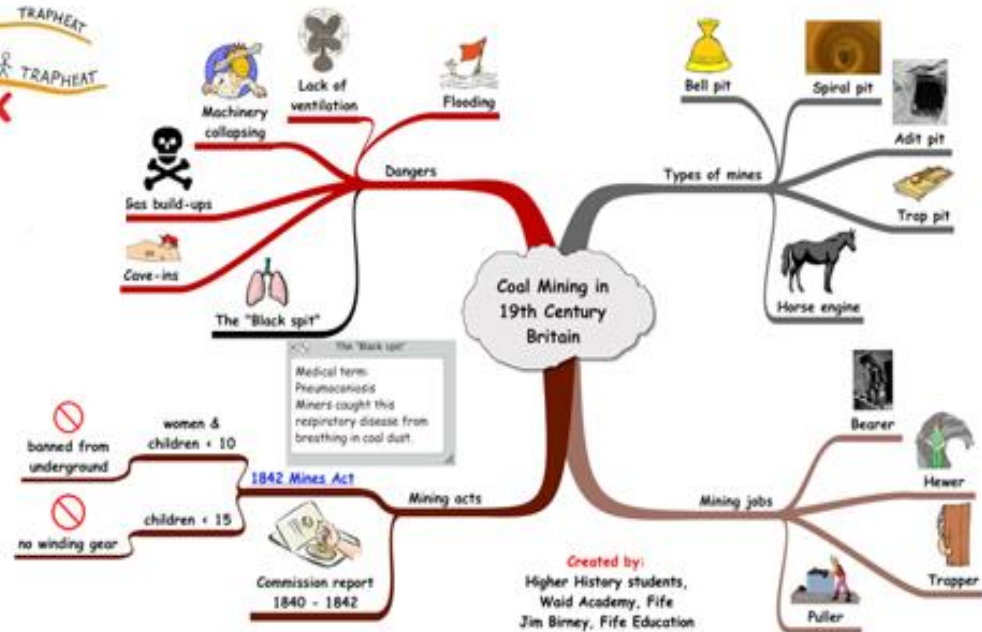


## Examples of Mind Maps



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

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



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

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

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



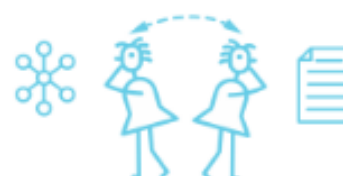
Don't study one topic for too long.  
Switch between topics when studying.

### 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!