Thomas Estley Community College
Year 9 Autumn Term
Knowledge Organiser

What are Knowledge Organisers?

A knowledge organiser is an easy way that each subject can summarise the most important information. Each subject section will include key terms, short explanations, glossary words, diagrams etc making it clear to the student as to what is essential to learn. Each grid has an overall theme and these vary according to the subject being taught.

It will be the students responsibility to keep the knowledge organisers safe and refer to them over the whole academic year.

How will these be used at Thomas Estley?

At Key stage 3, you will be given a knowledge organiser each term. You need to keep these safe in your learning packs that you were provided with at the start of the academic year.

Your subject teachers will use these in a variety of ways, for both class work, remote learning opportunities and homework. They will be used to help with revision for class quizzes and retrieval practice activities. They will also be used for flip learning activities, where subject teachers will ask you to learn some information and then go in to it in more detail in class.

Revision Tips and Tricks!

Record It

Record yourself on your phone or tablet reading out the information. These can be listened to as many times as you want!

Teach it!

Teach someone your key facts and the get them to test you, or even test them!

Flash Cards

Write the key word or date on one side and the explanation on the other. Test your memory by asking someone to quiz you on either side.

Back to front

Write down the answers and then write out what the questions the teacher may ask to get those answers.

Hide and Seek

Read through your knowledge organiser, put it down and try and write out as much as you can remember. Then keep adding to it until its full!

Sketch it

Draw pictures to represent each of the facts or dates. It could be a simple drawing or something that reminds you of the answer.

Post its

Using a pack of post-it notes, write out as many of the keywords or dates as you can remember in only 1 minute!

Practice!

Some find they remember by simply writing the facts over and over again.

Read Aloud

Simply speak the facts and dates out loud as you're reading the Knowledge Organiser. Even try to act out some of the facts – it really helps you remember!

YEAR 9 CYBERSECURITY

Cybersecurity looking at common attacks and methods to protect ourselves and our networks against these attacks.
Data: raw facts and figures
Information: data that has been processed and has context

It is the law

Key words	
adware	adverts for products a user may be interested in, based on internet history
authentication	verifying the identity of a user or process
auto update	updating software to remove vulnerabilities automatically
biometrics	'password' created from the user fingerprint, iris, retina, facial, voice
blagging	inventing a scenario to obtaining personal information
CAPTCHA	Completely Automated Public Turing Test To Tell Computers and Humans Apart
DoS/DDoS	Denial of Service attack/Distributed Denial of Service
encryption	mathematically converts data into a form that is unreadable without a key
firewall	checks incoming and outgoing network traffic for threats
hacking	gaining **unauthorised** access to or control of a computer system'
malware	a variety of forms of hostile or intrusive software
penetration testing	testing a network/program for vulnerabilities
pharming	redirecting web traffic to fake websites designed to gain personal information
phishing	messages designed to steal personal details/money/identity
ransomware	virus which locks a computer and encrypts files until a "ransom" is paid
script kiddies	hackers with no technical hacking knowledge using downloaded software
shouldering	directly observing someone enter personal details e.g. PIN number, password.
social engineering	manipulating people so they give up personal/confidential information
spyware	gathers information about a person or organisation without their knowledge
trojans	masquerades as having a legitimate purpose but actually has malicious intent
viruses	self-replicating software attached to another program/file
worms	Replicate and spread through the network

Data Protection Act 2018:
All organisations and people using and storing personal data must abide by the DPA principles . It states how data should be stored/accessed and what rights a data subject has for the protection of their data.

Computer Misuse Act 1990: It is an offence to
1. have unauthorised access to computer material
2. have unauthorised access with intent to commit or facilitate the commission of further offences
3. commit unauthorised acts with intent to impair, or with recklessness as to impairing, the operation of a computer.

Network and System **security measures** include:

Anti-malware
firewall
encryption
passwords
biometrics
Auto updates
Penetration testing
User permissions
User authentication

Hacking in the context of cyber security is gaining **unauthorised** access to or control of a computer system .

Unethical versus ethical hacking

Penetration testers (pen testers) are people who are paid to legally hack into computer systems with the sole purpose of helping a company identify weaknesses in their system.

Computing:

Introduction to Python

Python is a **text** based **programming language**. That can be used to create programs, games, applications and much more!

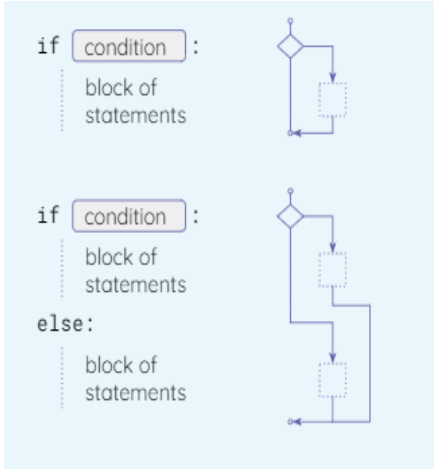
A **program** is a set of precise instructions, expressed in a **programming language**.
Translating the programming language is necessary for a machine to be able to **execute** the instructions.

To execute a Python program, you need a **Python interpreter**.

This is a program that translates and executes your Python program.

A **selection** statement allows a computer to **evaluate** whether an **expression** is 'true' or 'false' and then perform an action depending on the outcome.

You will need an `if` or an `if, else`:
when there is **more than one possible path** for your program to follow.



Syntax Errors

All programming languages have rules for **syntax**,
i.e. how statements can be assembled.
Programs written in a programming language must follow its syntax.
Programs with **syntax errors** cannot be translated and executed.

Some programming key terms

input

variable

assignment

selection

algorithm

sequence

walk through

iteration

relational operators

logical operators

list

output

You can use multiple branches using if, elif and else

Python helps by telling the programmer where the error is.
So if you see red error text—read it first.

Useful snippets of code	
print ("Year 9")	Will display the string "Year 9"
input ()	Reads a line of text from the keyboard and returns
variable name = expression	Allows an expression to be assigned to a variable. E.g. year=1944
Name=[item1, item2, item3]	Allows creation of a list e.g. shopping = ["oranges", "apples", pears"]

Some data types

Whole numbers—**integer**

Yes/no or True/False—**boolean**

Letters, combination of letters, numbers—**string**

Arithmetic operators

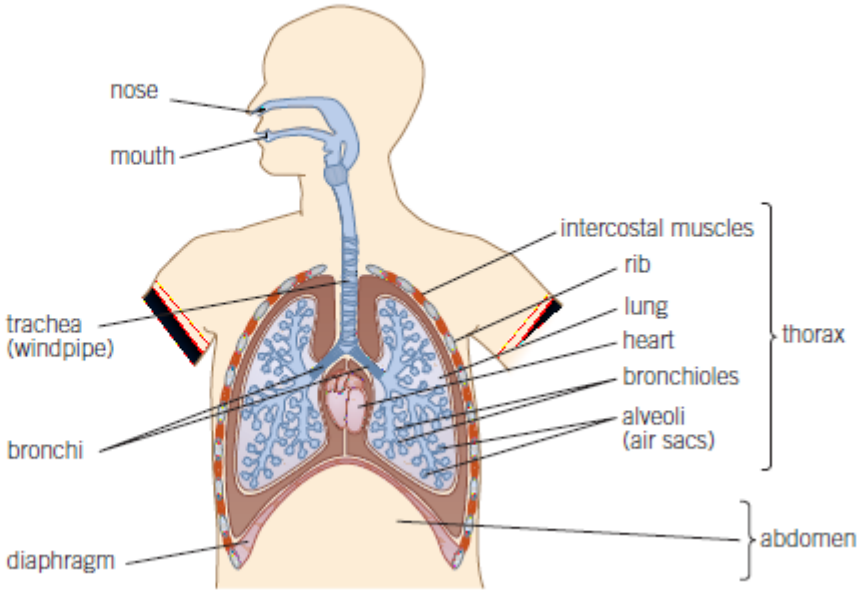
+ addition
- difference
* multiplication
/ division
// integer division
% remainder of integer division
** exponentiation (to the power of)

Some common syntax errors in selection

- use if and else—no capitals
- A colon : is always required after the if condition and after else.
- Use **indentation** to indicate which statements 'belong' to the if block and the else block.
- The == operator checks for equality.
- A single = is only used in assignments

Gas exchange and breathing

- **Gas exchange** is the process of taking in oxygen and giving out carbon dioxide
- This occurs in the **respiratory system**
- The proportions of gases in the air we **inhale** and **exhale** changes due to using oxygen in **respiration** and producing carbon dioxide



B5 Animals
Knowledge organiser
Activate

Drugs

- **Drugs** are chemicals that affect the way that our body works
- **Medicinal drugs** are used in medicine, they benefit health
- If medicinal drugs are not taken in the correct way they can harm health
- Examples include antibiotics and pain killers

- **Recreational drugs** are taken by people for enjoyment
- Recreational drugs normally have no health benefits and can be harmful for health
- Examples include alcohol and tobacco

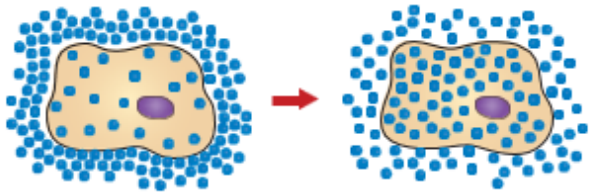
- Drug **addiction** is when your body gets so used to a drug, it feels it cannot cope without it
- If someone who has an addiction stops taking the drug, they will experience **withdrawal symptoms**

What happens when you breathe in and out

when you breathe in (inhale)	• muscles between the rubs contract • ribs are pulled up and out • diaphragm contracts and flattens • volume of the chest increases • pressure inside the chest decreases • air rushes into the lungs
when you breathe out (exhale)	• muscles between ribs relax • ribs are pulledin and down • diaphragm relaxes and moves up • volume in the chest decrease • pressure inside the chest increases • air is forced out of the lungs

Movement into and out of cells

- The process in which substances move into and out of cells is known as **diffusion**
- This occurs across the **cell membrane**
- During diffusion particles move from an area of high **concentration**, to an area of low concentration



before diffusion after diffusion

- Oxygen and nutrients enter the cell by diffusion, carbon dioxide and waste products leave

Key terms Make sure you can write definitions for these key terms.

Aerobic respiration Anaerobic respiration Antagonistic muscle pairs Bone Bone marrow Cartilage Diffusion Drug Exhale Fermentation Gas exchange Haemoglobin Inhale Joints Lactic acid Ligaments Medicinal drug Muscle Oxygen debt Plasma Recreational drug Red blood cells Respiration Respiratory system Skeleton Tendons Tissue Withdrawal symptoms

B5 Animals Activate
Question • Progress • Succeed
Knowledge organiser

Respiration

- Respiration is the process in which energy is released from the molecules of food which you eat
- Respiration happens in the mitochondria of the cell
- **Aerobic respiration** involves oxygen, it is more efficient as all of the food is broken down to release energy

glucose + oxygen → carbon dioxide + water

- The glucose is transported to the cells in the blood **plasma**
- The oxygen is transported to the cells in **red blood cells**, by binding with **haemoglobin**
- Carbon dioxide is a waste product and is transported from the cells to the lungs to be exhaled

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- **Anaerobic respiration** is a type of respiration which does not use oxygen, it is used when the body cannot supply the cells with enough oxygen for aerobic respiration
- Anaerobic respiration releases less energy than aerobic respiration

glucose → lactic acid + carbon dioxide

- The **lactic acid** produced through anaerobic respiration can cause muscle cramps
- Lactic acid will build up if there is not enough oxygen present in the blood supply to break it down. This is known as an **oxygen debt**

Fermentation

- **Fermentation** is a type of anaerobic respiration which occurs in yeast
- Instead of producing lactic acid, yeast produces ethanol, which is a type of alcohol

glucose → ethanol + carbon dioxide

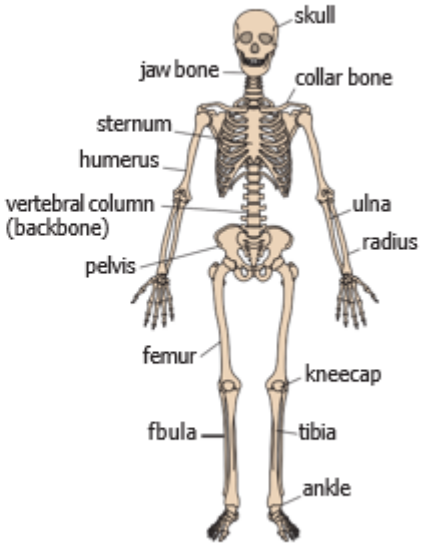
- This process can be used to form alcohol to drink or to allow bread and cakes to rise

Muscles

- **Muscles** are a type of tissue which allows movement
- They pull on tendons which in turn pull on bones to allow movement
- Muscles like the triceps and biceps are known as **antagonistic muscle pairs**, they work together –as one contracts, the other will relax

The skeleton

- The **skeleton** is made up of 206 **bones** which are a type of **tissue**
- Bones have a blood supply and are a living tissue
- The skeleton is part of the **muscular-skeletal system**
- The four main functions of the skeleton are:
  - To support the body – to keep you upright and hold **organs** in place
  - Protect organs – such as the skull protecting the brain
  - Movement – by working with muscles to allow you to move
  - Making blood cells – the **bone marrow** produces red and white blood cells



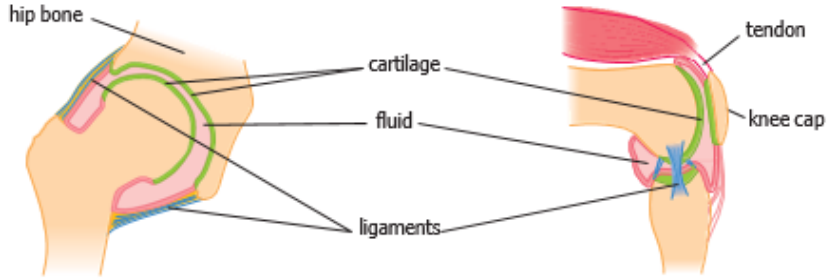
Movement

Joints occur between bones and allow movement, there are three main types of joints

Hinge	Ball and socket	Fixed
For back and forward movement, e.g. knees	*For movement in all directionse.g. hips*	*Do not allow movement, e.g. skull*

Joints have three main types of tissue:

Ligaments	Cartilage	Tendons
Connect bone to bone	*Coats the end of bones as a protection*	*Connects bone to muscle*



B6 Inheritance
Knowledge organiser

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Natural selection

- Scientists believe that the organisms which we see on Earth today have gradually developed over millions of years, this is known as **evolution**
- Charles Darwin came up with the concept of **natural selection**, he said that only the best adapted animals will survive to pass on their **genes**, weaker animals will die out

Organisms show variation in characteristics caused by their genes → Organisms with the best adaptations survive and reproduce, weaker organisms die out and do not pass on their genes → Genes from the successful organisms are passed onto the next generation, passing on their successful characteristics → Over a long period of time the best adaptations continue to be passed on which can lead to a new species being formed

- One example of natural selection can be seen in giraffes, only the giraffes with the longest necks would be able to eat from trees, the ones with shorter necks would not be able to eat and die out
- This would mean that only the gene for long necks would be passed on, leading to all giraffes having long necks

Extinction

- A species will become **extinct** when all of a species die out
- The **fossil record** shows us that animals have existed in the past which have now become extinct
- Extinction can be caused by:
  - Changes to the environment
  - Destruction of habitat
  - New diseases
  - Introduction of new predators
  - Increased **competition**
- When a species becomes extinct, the variety of species within an ecosystem is reduced, this is also known as a reduction in **biodiversity**
- The more diverse a **population** is, the more likely they are to survive environmental changes

Punnet squares

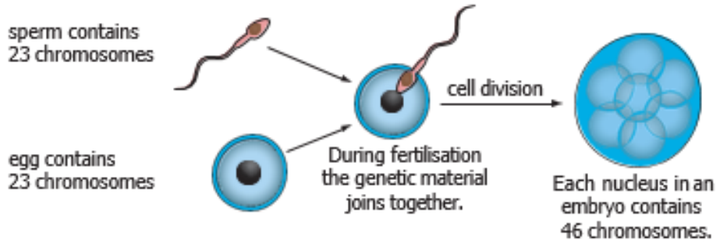
Possible alleles from mother \ Possible alleles from father	**B** (dominant allele for browneyes)	**b** (recessive allele for blue eyes)
b (recessive allele for blue eyes)	**Bb** Offspring will have brown eyes as B is dominant	**bb** Offspring will have blue eyes as both alleles are recessive
b (recessive allele for blue eyes)	**Bb** Offspring will have brown eyes as B is dominant	**bb** Offspring will have blue eyes as both alleles are recessive

Genetic modification

- **Genetic modification** is the process which scientists can use in order to alter the genes of an organism
- Examples of this include altering cotton to produce higher yields, altering bacteria genes to produce medicines and altering crops to produce their own insecticides

Inheritance

- **Characteristics** are passed along from parents to their offspring
- Half of the genetic information comes from each parent, this is passed on through the sex cells in the process of fertilisation

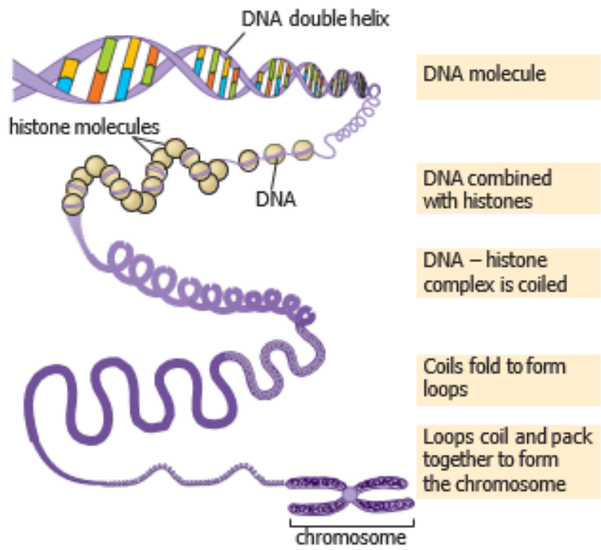


- **DNA** is the material which contains all of this genetic information

DNA – in the shape of a double helix

Genes – a section of DNA which hold the information for a particular characteristic

Chromosomes – long strands of DNA which hold many genes, humans have 46 of these in the nucleus of cells



Genetics

- For every characteristic an organism will have two **alleles**, this is two different genes which can code for the same characteristic, one is inherited from each parent
- **Dominant** alleles will cause the characteristic to be displayed even if they are with another allele, this is represented by a capital letter
- **Recessive** alleles will not be displayed as characteristics unless there are two of the same allele, they are the characteristic least likely to be shown, this is represented by a small letter
- We can predict the inheritance of characteristics using a **Punnet square**

Key terms

Allele Biodiversity Characteristics Chromosome Competition DNA Dominant Evolution Extinct Fossil record Gene Genetic modification Mutation Natural selection Population Punnet square Recessive

C5 Metals and reactivity
Knowledge organiser

Activate
Question • Progress • Succeed

Salts

Salts are substances which are formed when an acid reacts with a metal or metal compound. The name of the salt produced depends on the metal and the acid involved in the reaction.

Different acids form different types of salts:

- Hydrochloric acids form chloride
- Sulphuric acids form sulphates
- Nitric acids form nitrates

Metal acid reaction:

metal + acid ➡ salt + …….
iron + sulphuric acid ➡ iron sulphate + ……..

Metal carbonate reaction:

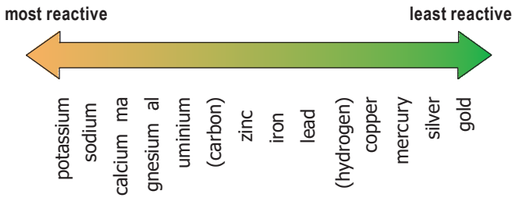
metal carbonate + acid ➡ salt + …….
calcium carbonate + nitric acid ➡ calcium nitrate + …….

Neutralisation reactions (one from year 7):

Metal hydroxide + acid ➡ salt + ……
sodium hydroxide + hydrochloric acid ➡ sodium chloride + ……

The reactivity series

- The **reactivity series** describes how reactive different metals are compared to one another
- The higher the metal is in the reactivity series the more reactive it will be. This means that it will react much more vigorously.



- Carbon and hydrogen are in the reactivity series so that you can see their relative reactivity. Metals higher than carbon in the series must be extracted using **electrolysis**.

Metal reactions

When a metal reacts with an acid it will produce a salt and hydrogen gas, the fizzing that you see is the hydrogen gas being given off.

metal + acid ➡ salt + hydrogen
magnesium + hydrochloric acid ➡ magnesium chloride + hydrogen

When a metal **carbonate** reacts with an acid, a salt, water and carbon dioxide is given off.

Metal carbonate + acid ➡ salt + water + carbon dioxide
Sodium carbonate + sulphuric acid ➡ sodium sulphate + water + carbon dioxide

When a metal reacts with oxygen a metal **oxide** is formed, this process is known as **Oxidation.**

metal + oxygen ➡ metal oxide
aluminum + oxygen ➡ aluminum oxide

When a metal reacts with water it forms a metal **hydroxide** and hydrogen gas. The alkali (group 1) metals react most vigorously, giving off a brightly coloured flame.

metal + water ➡ metal hydroxide + hydrogen
sodium + water ➡ sodium hydroxide + hydrogen

A special oxidation reaction happens between iron and oxygen in the presence of water. This is called rusting.

Iron + water + oxygen ➡ hydrated iron oxide

When a more reactive metal reacts with a compound containing a less reactive metal, it can take it's place, this is known as a **displacement** reaction

- If the metal on it's own is higher in the **reactivity series** than the metal in the compound a reaction will take place
- If the metal on it's own is lower in the reactivity series than the metal in the compound, a reaction will not take place

Metal extraction

Unreactive metals such as gold are found in the Earth's crust as elements. However most metals are found combined with other elements to form compounds.

Most metals are extracted from **ore** found in the Earth's crust. An ore is a rock that contains enough of a metal or a metal compound that makes extracting it worthwhile.

If a metal is less reactive than carbon then heating the metal in a fire with carbon will cause the carbon to **displace** the metal from its compound.

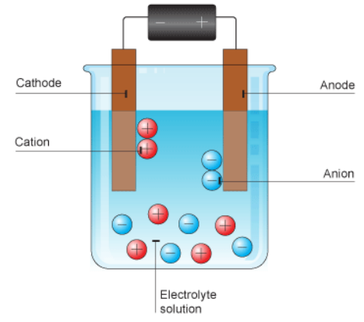
An example of this is the extraction of copper from it's ore Malachite.

- copper oxide + carbon ➡ copper + carbon dioxide

Electrolysis

When a metal is more reactive than carbon then extraction by heating with carbon does not work.

Electrolysis can be used instead to extract these metals from their compounds.

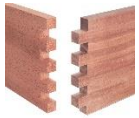


The metal compound is melted and electrical current is passed through. The metal ions are attracted to and form a layer on the cathode (the negative electrode).

Keyterms Make sure you can write definitions for these key terms.

acid acidic neutralisation oxide chemical carbonate reactivity reactivity series salt displacement hydroxide hydrochloric acid sulphuric acid nitric acid ore electrolysis

Year 9 Resistant Materials Knowledge Organiser



Finger joint

Dowel joint

Lap Joint

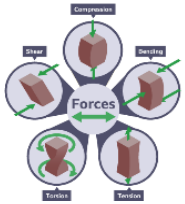
MDF is made from small timber fibres that are mixed with wax and **resin**. They are heated and **compressed** so that a flat, usable sheet is produced.

Forming timber through laminating thin, flexible layers of wood to form a stiff, usable shape.

Forces and stresses

Forces act on materials all the time - even if a material appears stationary it still has a force acting on it. There are five terms used to describe what type of force can act on a material:

- **tension** - a pulling force
- **compression** - a pushing force
- **bending** - forces at an angle to the material
- **torsion** - a twisting force
- **shear** - forces acting across the material



Paper	Properties	Uses
Layout paper	Lightweight, thin, cheap, smooth surface	Graphic drawings, animations
Bleed proof (marker) paper	Contains more chalk, smooth, hard, doesn't absorb ink, doesn't bleed	Creating special effects for designers or artists
Tracing paper	Good transparency, expensive	For seeing an image underneath
Grid paper	Covered with continuous square grid	Used in many maths contexts
Cartridge paper	Heavier weight, good quality, opaque	Writing and sketching

Boards

Board is selected by its thickness, measured in microns. One micron is 1/1,000th of 1 mm. Sometimes the thickness of board is given in **sheets**, referring to the number of pieces of paper that have been glued together to make a sheet of board.

Board	Properties	Uses
Corrugated cardboard	Strong, lightweight	Packaging protection in transportation of products and used to package some hot food such as a pizza due to its insulating properties.
Duplex board	Cheaper than white board, available with different finishes (metallic, holographic etc.)	Food packaging, eg biscuit boxes or containers
Solid white board	Top quality, range of thicknesses, excellent to print on	Hardback books
Foil-lined board	Expensive, good quality, aluminium foil lining, excellent barrier against moisture	Pre-packed food packages, cosmetic cartons
Inkjet board	Expensive, printable, photo quality	Posters, photography, art reproductions
Foam-core board (foam board)	Strong, lightweight, paper face, foam core	Model making, mounting photographs

Machinery and Tools in the workshop

Tenon Saw: used for sawing straight lines in wood.

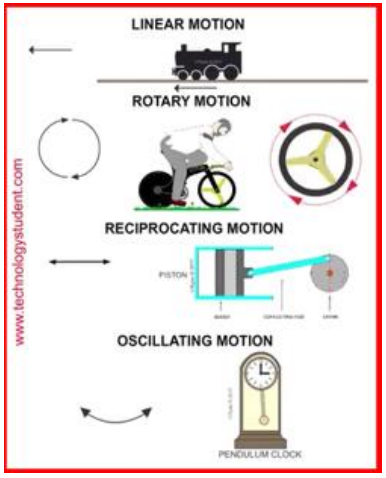
Chisel: used to shape wood. Can cut out sections

File: Abrade a thin surface area of wood.

Hand Drill: used to drill holes into materials

Rasp: Abrade a thick surface area of wood.

Coping Saw: used to saw curved lines into wood.



Product analysis - Looking at products that already exist can help improve further designs by pinpointing issues to improve designs and **prototypes**.

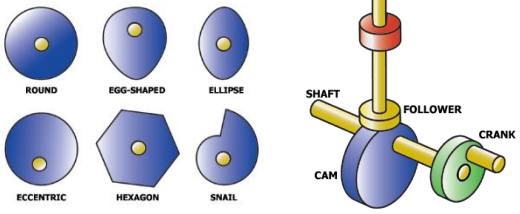
Modelling

Modelling ideas in card, paper, clay or other materials can create a cheap and quick way to do initial trials with a product. Using an easy to modify material provides a good way of seeing how a product looks and works, eg checking handles are in the right place or parts fit together well. Taking photographs or video throughout this can show development.

Cams and followers

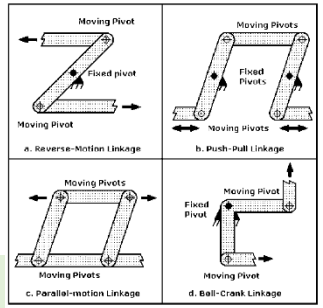
A **cam mechanism** has two main parts:

- a **cam** - attached to a **crankshaft**, which rotates
- a **follower** - touches the cam and follows the shape, moving up and down



Linkages

Levers can be joined together to form **linkages**. Simple linkages change the direction of motion and the amount of force.



The Forest Stewardship Council (FSC) is an international organisation that promotes responsible forest management.

Reinforced materials and methods include

- Corrugated cardboard
- lamination of timber (plywood)
- lamination of paper
- Reinforced concrete

P5 Movement and Work

Knowledge organiser

Activate
Question • Progress • Succeed

Energy

- **Energy** is needed to make things happen
- It is measured in **joules** or **kilojoules**

- The **law of conservation of energy** says that energy cannot be created or destroyed, only transferred
- This means that the total energy before a change if always equal to the total energy after a change

Energy can be in different energy **stores**, including:

- **Chemical** – to do with food, fuels and batteries
- **Thermal** – to do with hot objects
- **Kinetic** – to do with moving objects
- **Gravitational potential** – to do with the position in a gravitational field
- **Elastic potential** – to do with changing shape, squashing and stretching

Speed

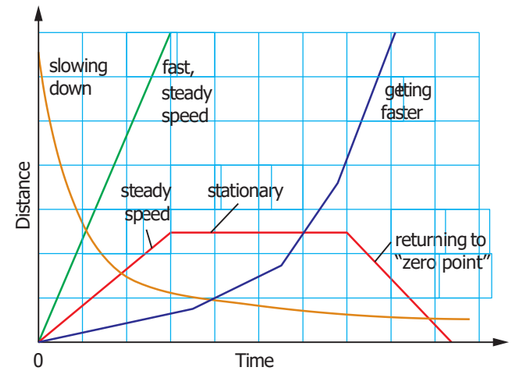
- **Speed** is a measure of how quickly or slowly that something is moving
- We measure speed in meters per second (m/s), this means that distance must be in meters and time must be in seconds
- We calculate speed with the following formula:

$$\text{speed (m/s)} = \frac{\text{distance travelled (m)}}{\text{time taken (s)}}$$

- **Relative motion** compares how quickly one object is moving compared to another
- If both objects are moving at the same speed, they are not changing position in comparison to one another, meaning that their relative speed is zero

Distance-time graphs

- **Distance-time graphs** tell the story of a journey, they show how much distance has been covered in a certain period of time



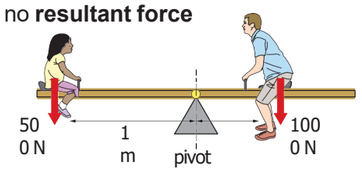
- To find the average speed, the total distance must be divided by the total time

Turning forces

- A **moment** is the turning effect of a force, it is measured in Newton meters
- We can calculate a moment with the equation:

moment (Nm) = force (N) × distance from the pivot (m)

- The size of the moment will increase as the distance from the **pivot** or the size of the force increases
- When an object, such as a seesaw is balanced, the clockwise and the anticlockwise moments will be equal and opposite, which is known as **equilibrium**
- When forces are equal and opposite to each other, there is no **resultant force**



clockwise moment = force × distance on the right
= 1000 N × 0.5m
= 500 Nm
anticlockwise moment = force × distance on the left
= 500 N × 1m
= 500 Nm

Power and energy

- **Power** is a measure of how much energy is transferred per second
- Power is measured in **watts** (W)
- Each appliance has it's own power rating to tell us how quickly it uses energy
- We can calculate power with the equation:

$$\text{power (W)} = \frac{\text{energy (J)}}{\text{time (s)}}$$

Energy Dissipation

- We say that energy is **dissipated** when it is transferred to a nonuseful store, it cannot be used for what it was intended for
- Energy can be wasted through friction, heating up components or heating the surroundings
- **Efficiency** is a measure of how much of the energy has been used in a useful way, we can calculate this with the equation:
- Efficiency (%) =

$$\frac{\text{useful energy output}}{\text{energy input}} \times 100$$

Gas pressure

- **Gas pressure** is caused by the particles of a gas colliding with the wall of the container which they are in
- The more often that the particles collide with the wall of the container, the higher the pressure of the gas will be
- Gas pressure can be increased by:
  - Heating the gas so the particles move more quickly and collide with the container with a higher energy
  - Compressing the gas so there are the same amount of particles within a smaller volume meaning that there are more collisions
  - Increasing the amount of particles within the same volume so there are more collisions

- **Atmospheric pressure** is the pressure which the air exerts on you all of the time, nearer the ground there are more particles weighing down on you so the pressure is greater
- The higher you go, the smaller the atmospheric pressure, this is because there will be less particles weighing down on you

Pressure in solids

- The pressure which is exerted on a solid is known as **stress**
- The greater the area over which the force is exerted over, the lower the pressure, this is why snowshoes have a large area to prevent you sinking into the snow
- **Pressure** can be calculated using the following equation:

$$\text{pressure} = \frac{\text{force}}{\text{area}}$$

Pressure in liquids

- Liquids are **incompressible**
- The particles in a liquid are already touching, meaning that there is little space between them to compress
- Liquids will transfer the pressure applied to them, this is seen in hydraulic machines
- As the ocean gets deeper, the pressure will increase, this is because the pressure depends on the weight of the water above
- The greater the number of water molecules above, the higher the pressure will be

Key terms

Make sure you can write definitions for these key terms.

Acceleration, air resistance, atmospheric pressure, balanced, contact force, deceleration, distance-time graph, drag, equilibrium, field force, friction, gas pressure, gravity, gravitational force, interaction pair, kilograms, mass, moment, Newton, non-contact, pivot, pull, push, pressure, relative motion, resultant force, speed, unbalanced, weight

Year 9 Autumn Term World Conflict 1914-1939

Lesson Content

- The path to war
- The Schlieffen Plan
- Propaganda and joining up
- Life in the Trenches
- WW1 Technology
- Did the generals know what they were doing?
- The Home Front
- Who were the Suffragettes?
- Women and the War
- Was the war a "World War"?
- What was the Versailles Treaty?
- Why did Dictatorships grow after WW1?
- What were Hitler's aims?
- The path to WW2

Key resources: www.tecchistoryks3.blogspot.com

Key dates

28th June 1914	Assassination of Archduke Ferdinand, heir to the Austro-Hungarian throne
4th August 1914	Britain enters the War against Germany
1st July 1916	Battle of the Somme, worst day of the war for British casualties
November 1917	The Russian Revolution brings the Communists into power
11th November 1918	End of World War 1, Armistice Day
1918	women could vote at 30 with property qualifications or as graduates of UK universities
28th June 1919	Treaty of Versailles signed
October 1922	First fascist state set up in Italy under Mussolini
November 1923	Hitler attempts to take over Germany during the Munich Putsch – it fails!
October 1929	The Wall Street Crash – worldwide economic depression follows
January 1933	Hitler becomes Chancellor (Prime Minister) of Germany
March 1936	Hitler occupies the Rhineland
March 1938	Hitler reunites Germany with Austria
March 1939	Hitler takes over all of Czechoslovakia
3rd September 1939	Britain declares war on Germany, after Hitler's invasion of Poland

Key people

Archduke Ferdinand	Archduke Franz Ferdinand Carl Ludwig Joseph Maria of Austria was the heir presumptive to the throne of Austria-Hungary.
Gavrilo Princip	Bosnian Serb member of Young Bosnia who sought an end to Austro-Hungarian rule in Bosnia and Herzegovina
Alfred von Schlieffen	German field marshal and strategist who served as chief of **the** Imperial German General Staff from 1891 to 1906.
Field Marshal Haig	Senior officer of the British Army. During the First World War, he commanded the British Expeditionary Force (BEF) on the Western Front from late 1915 until the end of the war.
Emmeline Pankhurst	British political activist. She is best remembered for organizing the UK suffragette movement and helping women win the right to vote.
Emily Davison	English Suffragette who threw herself under the King's horse as a protest.
David Lloyd George	British statesman who served as Prime Minister of the United Kingdom from 1916 to 1922
Georges Clemenceau	French statesman who served as Prime Minister of France from 1906 to 1909 and again from 1917 until 1920
Woodrow Wilson	Thomas Woodrow Wilson was an American politician, lawyer, and academic who served as the 28th president of the United States from 1913 to 1921.
Karl Marx	Karl Heinrich Marx was a German philosopher, economist, historian, sociologist, political theorist, journalist and socialist revolutionary
Benito Mussolini	Italian prime minister (1922–43) and the first of 20th-century Europe's fascist dictators.
Joseph Stalin	Georgian revolutionary and Soviet politician who led the Soviet Union from the mid-1920s until 1953 as the general secretary of the Communist Party of the Soviet Union and premier of the Soviet Union.
Adolf Hitler	Adolf Hitler was a German politician and leader of the Nazi Party. He rose to power as the chancellor of Germany in 1933 and then as Führer in 1934.

Key Words - Glossary

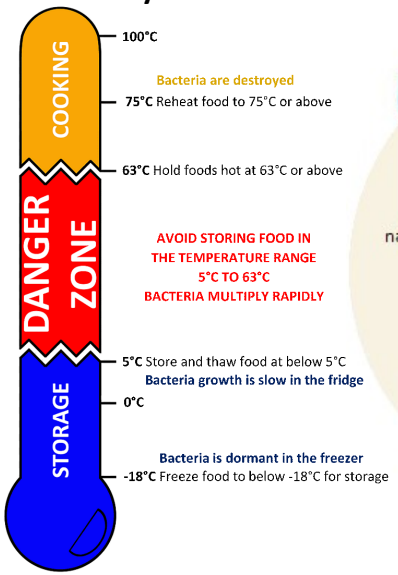
Austro-Hungary	Dual Monarchy established in 1867, consisting of what are now **Austria**, **Hungary**, the Czech Republic, Slovakia, Slovenia, Croatia, and Bosnia-Herzegovina, and parts of Poland, Romania, Ukraine, and Italy.	**armistice**	an agreement made by opposing sides in a war to stop fighting for a certain time; a truce.
assassination	murder by sudden or secret attack often for political reasons : the act or an instance of assassinating someone	**Economic depression**	In economics, a depression is a sustained, long-term downturn in economic activity in one or more economies.
propaganda	information, especially of a biased or misleading nature, used to promote a political cause or point of view.	**Fascism**	a form of government that is a type of one-party dictatorship. They work for a totalitarian one-party state. This aim is to prepare the nation for armed conflict, and to respond to economic difficulties. **Fascism** puts nation and often race above the individual.
conscription	compulsory enlistment for state service, typically into the armed forces.	**Marxism**	the political and economic theories of Karl Marx and Friedrich Engels, later developed by their followers to form the basis of communism.
stalemate	A position or situation in which no action can be taken or progress made; deadlock	**Communism**	a theory or system of social organization in which all property is owned by the community and each person contributes and receives according to their ability and needs
"Lions led by donkeys"	phrase popularly used to describe the British infantry of the First World War and to blame the generals who **led** them. The contention is that the brave soldiers (**lions**) were sent to their deaths by incompetent and indifferent leaders (**donkeys**).	**Nazism**	the political principles of the National Socialist German Workers' Party., extreme racist or authoritarian views or behaviour
attrition	the process of reducing something's strength or effectiveness through sustained attack or pressure	**appeasement**	Foreign policy of pacifying an aggrieved country through negotiation in order to prevent war. The prime example is Britain's policy toward Fascist Italy and Nazi Germany in the 1930s

Key Assessment: - 50 minute assessment based on skills from Paper 1+3 GCSE History, Questions 1-4 or 5

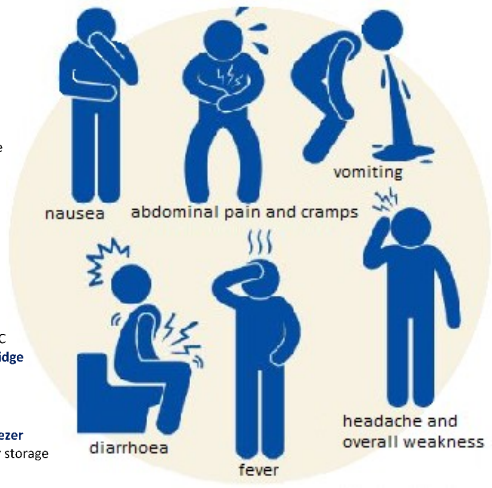
Year 9 - Lifestyle & Choice

COOKING AND NUTRITION

Food safety



Food poisoning symptoms



https://www.youtube.com/watch?v=flxmB8NKMzE
https://www.nhs.uk/live-well/eat-well/10-ways-to-prevent-food-poisoning/
https://www.food.gov.uk/safety-hygiene/avoiding-cross-contamination

Food labelling: lots of information is required by law. Storage instructions are particularly important for food safety.

Keep refrigerated — Store in a cool, dry place

https://www.youtube.com/watch?v=OZOIEYQ0axo&list=PLcvEcrsF_9zIxoGGU59CjuZHciPl9uvGm&index=9&t=2s

Key vocabulary

safety / hygiene / cross-contamination
pathogenic / food poisoning / symptoms
nutrition / hydration / shelf life
perishable / ambient / dormant
ethical / moral / cultural / preferences
allergies / intolerances / life stages

Nutritional needs and health: some people have special dietary needs based on their age, lifestyle or allergies.

https://www.youtube.com/watch?v=k5YSJq4iQtI

Senses: influence our enjoyment of food.

https://www.youtube.com/watch?v=zNchJla7G0E

The Eatwell Guide shows the types and proportions of foods people need for a healthy and well-balanced diet.

https://www.youtube.com/watch?v=7MlE4G8ntss
https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/
https://www.youtube.com/watch?v=8aWqZd9RScQ

Food choices: a variety of factors influence what we choose to eat.

https://www.youtube.com/watch?v=D6eor1wkNFY
https://www.youtube.com/watch?v=bowUbkANVVY

Dehydration: the main symptoms.

https://www.youtube.com/watch?v=b7s2Aqj72Q8

Year 9 - Cooking skills

Equipment

 Fish slice	 Food thermometer	 Food processor	 Potato masher
 Wok	 Tongs	 Electric whisk	 Pastry brush

Skills and Processes

Blind baking

Used in: tomato and basil tarts

Dividing and shaping


Used in: burgers, fish cakes, croquettes, Swedish meatballs

Whisking


Used in: tomato and basil tarts, Swiss roll

Folding and wrapping


Used in: samosas, spring rolls

Key word	Meaning
Denaturation	When protein foods are heated causing them to change size, colour and texture eg. burgers, meatballs, chicken.
Stir-frying	A cooking technique in which ingredients are fried in a small amount of very hot oil while being stirred in a wok
Aeration	The process of incorporating air into a mixture to help provide structure and volume eg. whisking eggs for Swiss roll.
Reduction	Simmering a liquid over heat until it thickens due to evaporation.

Independent skills I need to learn in Year 9

Select the correct colour coded chopping boards to prevent cross contamination.

Use a wide range of preparation and cooking techniques eg. finely dicing, blind baking, whisking, sautéing, shaping, mashing, enrobing, stir-frying etc.

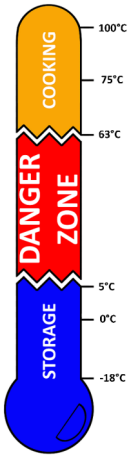
Organise my workspace, remove food waste promptly, clean as I go.

Manage temperature control know when to turn heat up and down accordingly.

Check for readiness using a food thermometer to check the internal temperature.

Food safety

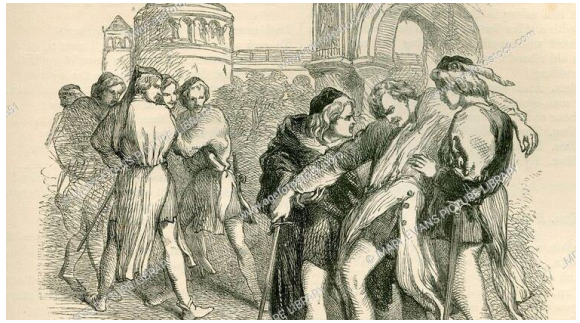
Know the **critical temperature** for cooking foods, the effect on **bacteria** and how to **check the core temperature** of meat.



Fate, Family and Feuds

Romeo and Juliet – Shakespeare's most infamous tragedy.

An age-old vendetta between two powerful families erupts into bloodshed. A group of masked Montagues risk further conflict by gatecrashing a Capulet party. A young lovesick Romeo Montague falls instantly in love with Juliet Capulet, who is due to marry her father's choice, the County Paris. With the help of Juliet's nurse, the women arrange for the couple to marry the next day, but Romeo's attempt to halt a street fight leads to the death of Juliet's own cousin, Tybalt, for which Romeo is banished. In a desperate attempt to be reunited with Romeo, Juliet follows the Friar's plot and fakes her own death. The message fails to reach Romeo, and believing Juliet dead, he takes his life in her tomb. Juliet wakes to find Romeo's corpse beside her and kills herself. The grieving family agree to end their feud. (source: www.shakespeare.org.uk)



Keywords and terminology:

Iambic pentameter – 10 syllables in a line of writing/poetry.
Simile – comparing two things using "like" or "as".
Vendetta - a blood feud in which the family of a murdered person seeks vengeance on the murderer or the murderer's family.
Dichotomy – a division or contrast between two opposed things.
Epithet - an adjective or phrase expressing a quality or attribute regarded as characteristic of the person or thing mentioned ("star-crossed lovers").
Foreshadowing – ideas or events which hint at later events in the story.
Dramatic Irony – When a character is not aware of events in the story, but the audience are aware.
Microcosm – a small group of society used to represent a much larger issue.
Soliloquy – a monologue spoken by a character on stage, verbalising their inner thoughts for the sake of the audience.
Stichomythia - dialogue in which two characters speak alternate lines of verse.

Blood Brothers by Willy Russell

Causes

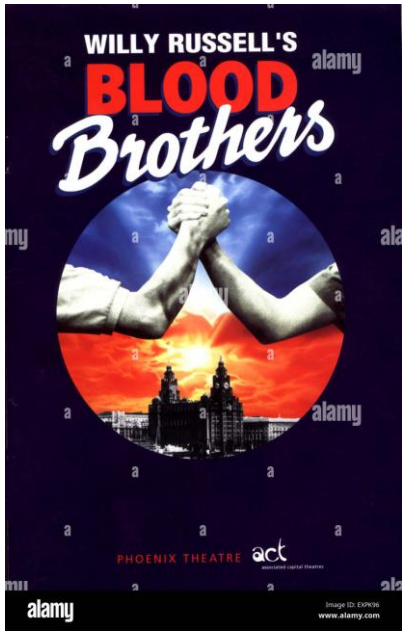
- The play is set sometime between the 1960s and 1980s
- The River Mersey was the "life-blood" of Liverpool and when it collapsed not only effected unemployment but mental health of people.
- 1960s saw the emergence of 'youth culture'
- Rise of mass advertising and colour television, children were exposed to films, television programmes and celebrities.
- Family structure was still very traditional
- When Russel wrote the play, Margaret Thatcher was Prime Minister
- Strong class divide

Effects

- There are references throughout to real issues that affected people in the late 1960s and 1970s.
- Influenced by issues such as rising unemployment and the recession.
- Mr Lyons refers to the "shrinking pound" and the "rising price of oil"
- "Teenagers" became a recognised age group, first time it was accepted that young people had their own culture and ways of behaving.
- Mickey, Edward and Linda's teenage years are presented in a very positive light. A quick sequence of scenes show them going out together to places like the beach and the rifle range. Narrator emphasises how carefree they are at this time.

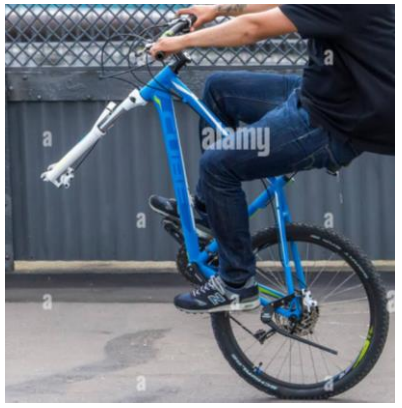
Effects Continued

- Bands like 'The Beatles' had huge fan bases - came from Liverpool.
- Young people became an important force in protest movements against nuclear weapons etc, believed in their power to shape the future, started to break away from their parents' views.
- Social attitudes were slow to change, families expected to have a 'nuclear' structure (mother, father, children). Single parent famillies were frowned upon.
- Most families were patriarchal (man led the family), husband went to work, wife stayed in and did house work. Mr and Mrs Lyons typical family, Mrs Johnstone fills both roles.
- 1970s Britians traditional industries were in the decline because they were insufficient in keeping up with forgein competition and weren't economically viable anymore, Margaret Thatcher closed them down.
- Mickey represents the many working-class men who became unemployed in this period. He loses his job, signs onto the dole and despite desperately searching for work he can't find any. Begins his descent into depression and prompts him to turn to crime.
- Working-class families struggled financially. Many found it difficult to afford basic things like food, clothes and heating.
- Middle-class were largely unaffected, those who did work in decling industries were running them nd had transferable skills like management so could get new jobs
- Educational class divides. Middle-class children went to private schools, UNI and then got well paid jobs. Working-class, UNI wasn't an option and became stuck in low-paid jobs for life, with little oppotunity for progress.
- Mr Lyons shows no compassion towards his secretary, Miss Jones, when he fires her. His own job is secure so he dismisses her by saying "It's just another sign / Of the times"

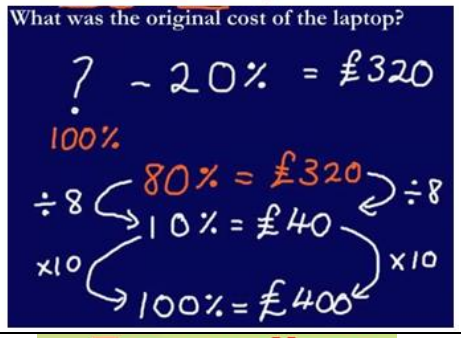
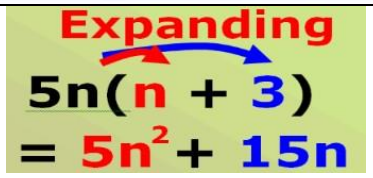
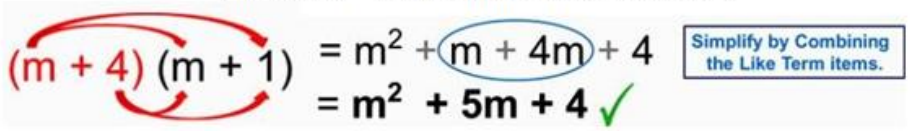
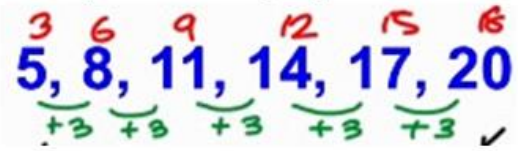
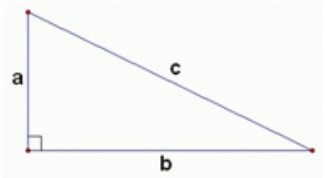


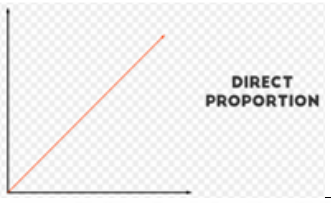
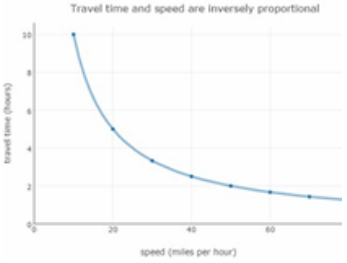
Key terminology:

Superstition
Education
Welfare state
Unemployment
Class system/working class
Poverty
Inequality
Margaret Thatcher/Thatcherism
Nature vs nurture
Society
Discrimination
Adoption
Playwright
Liverpool/Liverpudlian/scouse



Year 9 Autumn Maths Knowledge Organiser

Topic	Key fact	Hegarty maths clip number
Percentage of Amount	Turn the percentage into a decimal and multiply it by the amount. e.g. 45% of 60 is 0.45 x 60 = 27 The 0.45 is called the decimal multiplier.	83 to 87
Percentage Increase & Decrease	If it is a percentage increase, the decimal multiplier will be 1.something because you are getting more than 100%. If it is a percentage decrease, the decimal multiplier will be 0.something because you are getting less than 100% e.g increase £200 by 40% would be 200 x 1.4 decrease £200 by 40% would be 200 x 0.6	88 to 92
Reverse percentages	Sale price is £320 	96
Expanding a single bracket		160 – 161
Expanding double brackets	Expanding – multiplying out the brackets. 	162 - 165
Linear sequences (nth term) & Special Sequences	Square: 1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144, … Cube: 1, 8, 27, 64, 125,… Triangular: 1, 3, 6, 10, 15, 21, 28, 36, 45, … nth term: General rule for a sequence. Find the difference between each term, then how do you get from that times table to the sequence: (e.g. 3n + 2) 	196 – 198
Pythagoras' Theorem	 c = hypotenuse $a^2 + b^2 = c^2$ $c^2 - b^2 = a^2$ $c^2 - a^2 = b^2$ Remember to square root your answer to find the missing side.	497 – 504
Indices	$a^m \times a^n = a^{m+n}$ $a^m / a^n = a^{m-n}$ $(a^m)^n = a^{mxn}$ $a^0 = 1$ $a^1 = a$	102 to 106

Calculations with numbers in standard form	Multiplying & dividing: do the 'normal' numbers like usual; then use index laws for the $\times 10^n$ Adding & subtracting: make them ordinary numbers first; do column addition or subtraction; change back to standard form	125 to 128
Negative and Fractional Indices	$m^{a/b} = \sqrt[b]{m^a}$ $a^{-c} = \frac{1}{a^c}$ $\left(\frac{1}{a}\right)^{-c} = a^c$ $\left(\frac{x}{y}\right)^{-c} = \frac{y^c}{x^c}$	104 to 108
Direct Proportion	One quantity **increases** at the same rate as the other quantity **increases**. 	339
Inverse Proportion	One quantity **increases** at the same rate as the other quantity **decreases**. 	342

Key Vocabulary

- Integer – A whole number.
- Power/Indices - The index of a number says how many times to use the number in a multiplication. It is written as a small number to the right and above the base number.
- Square number - the answer you get when you multiple a number by itself.
- Cube number - the answer you get when you multiply a number by itself 3 times.
- Root – The inverse operation of a power.
- Expand – to multiply the term before bracket by the terms in the bracket using the
- Factorise – To put into brackets by taking out the highest common factor.
- Hypotenuse – the longest side in a right0angled triangle.
- Direct proportion - one quantity increases at the same rate as the other quantity increases.
- Inverse proportion - one quantity increases at the same rate as the other quantity decreases.
- $n^{th} term$ – the position to term rule for a sequence. Can be used to find any number in a sequence.

Year 9 PSHE – Drugs and Good Vs Evil

Key Words

Good

Evil

Drugs

Illegal

Legal

Prescription

Crime

Motivation

Christianity

Islam

Nature Vs Nurture?

Are people born or made evil?

- **Nature:** Supporters of this side argue that genes are the major influence on our intelligence and behaviour. In other words, we are born this way.
- **Nurture:** Supporters of this side argue that our intelligence and behaviour are learned through a complex process known as socialisation (learning how to behave in society from the people around us).

Are we free to choose?

Can our choices in life ever really be our own?

Think about how we are influenced by the people and things in our life. Such as our parents, our history, our religion, our culture and the society we live in. It is easy to point out the rights and wrongs of people's decisions but perhaps not the motivations behind them.

The death penalty

Can the death penalty ever really be justified?

Key Questions To Ask Yourself

What is evil?

What is good?

Are we free to make choices?

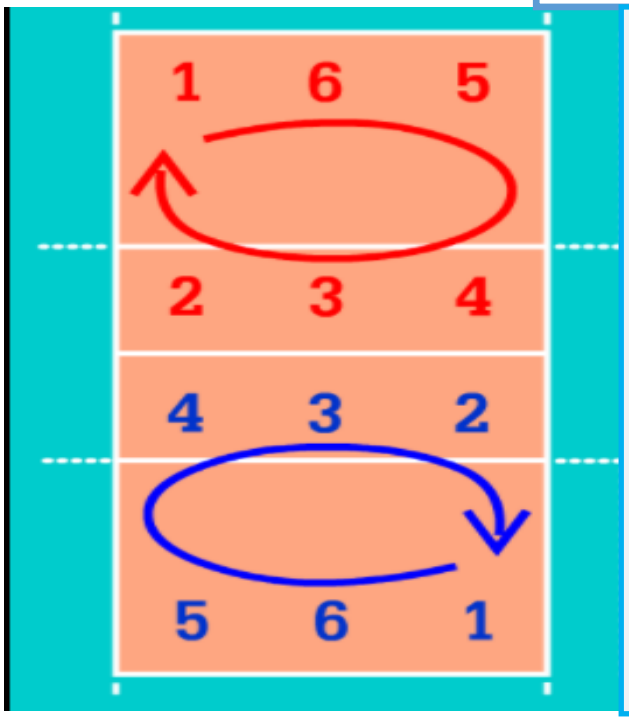
Why do people commit crime?

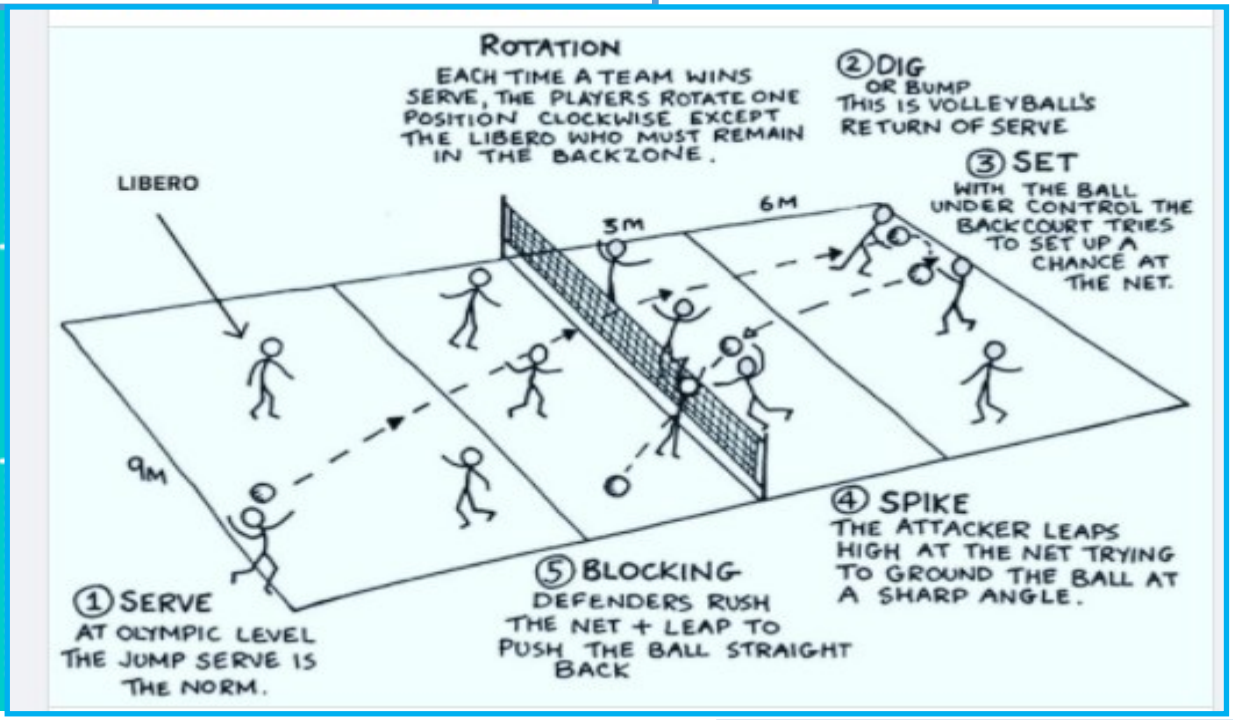
How should we respond to crime?

What are the rights and wrong of the death penalty?

Year 9 PE Knowledge Organiser

Know your Volleyball positions and Rotations



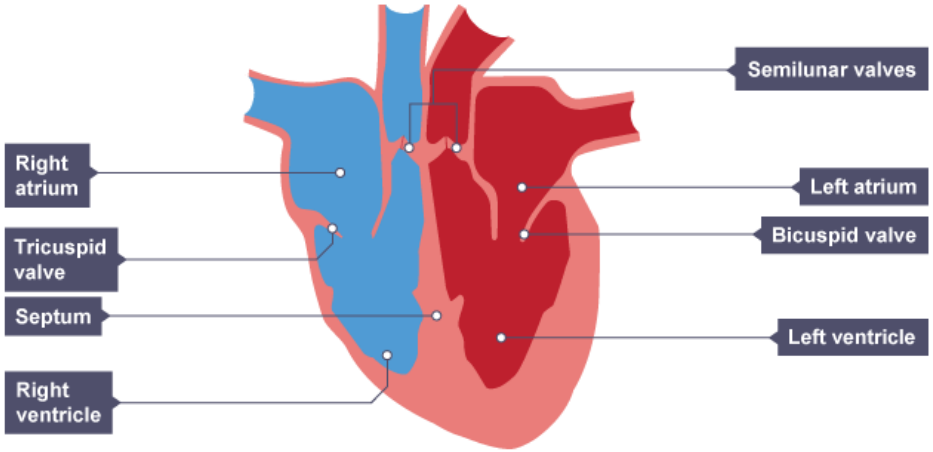


Fitness Tests

- Cooper Run
- 30 m Sprint
- Sit & Reach
- Grip Test
- Vertical Jump
- Agility Run

- Sit Ups
- Wall Throw
- Stork Stand
- Ruler Drop
- Standing Long Jump

Know the parts of the Heart



Unit 15
Talking about weather and free time

Cuando tengo tiempo *[when I have time]* **Cuando está despejado** *[when the sky is clear]* **Cuando está nublado** *[when the sky is cloudy]* **Cuando hace buen tiempo** *[when the weather is good]* **Cuando hace mal tiempo** *[when the weather is bad]* **Cuando hace calor** *[when it is hot]* **Cuando hace frío** *[when it is cold]* **Cuando hace sol** *[when it is sunny]* **Cuando hace viento** *[when it is windy]* **Cuando hay niebla** *[when it is foggy]* **Cuando hay tormentas** *[when there are storms]* **Cuando llueve** *[when it rains]* **Cuando nieva** *[when it snows]* **A veces** *[sometimes]* **Los días de semana** *[on weekdays]* **Los fines de semana** *[at the weekends]*	**juego** *[I play]*	**al ajedrez** *[chess]* **a las cartas** *[cards]* **al baloncesto** *[basketball]* **al fútbol** *[football]* **al tenis** [tennis] **con mis amigos** *[with my friends]*
	hago *[I do]*	**ciclismo** *[cycling]* **deporte** *[sport]* **equitación** *[horse riding]* **escalada** *[rock climbing]* **esquí** *[skiing]* **footing** *[jogging]* **natación** *[swimming]* **los deberes** *[homework]* **senderismo** *[hiking]*
	voy *[I go]*	**a casa de mi amigo** *[to my friend's house]* **al campo** *[to the countryside]* **al centro comercial** *[to the mall]* **al gimnasio** *[to the gym]* **al parque** *[to the park]* **a la piscina** *[to the pool]* **a la playa** *[to the beach]* **al polideportivo** *[to the sports centre]* **de pesca** *[fishing]* **en bici** *[on a bike ride]*
	me quedo *[I stay]*	**en mi casa** *[at my home]* **en mi habitación** *[in my room]*

Saying where I live

J'habite à *[I live in]* **Nous habitons à** *[We live in]*	**Berlin** **Cardiff** **Dublin** **Edimbourg** **Londres** **Madrid** **Nice** **Paris** **Rome**	**C'est dans** *[It is in]*	**le centre de** **le nord de** **l'est de** **le sud de** **l'ouest de** **le nord-ouest de** **le sud-est de**	**l'Allemagne** [Germany] **l'Australie**]Australia] **l'Ecosse** [Scotland] **l'Espagne** [Spain] **la France** [France] **du Pays de Galles** [Wales] **l'Angleterre** [England] **l'Irlande** [Ireland] **l'Italie** [Italy]

Près de ma maison *[Near my house]* **Dans ma ville** *[In my city]* **Dans le centre** *[In the centre]* **Dans mon quartier** *[In my neighbourhood]* **Dans ma rue** *[In my street]*	**il y a** *[there is/are]* **il n'y a pas (de)** *[there isn't / aren't]*	**des cafés** *[cafés]* **des restaurants** *[restaurants]* **beaucoup de jeunes** *[lots of young people]* **une rue piétonne** *[a pedestrian street]* **un aquarium** *[an aquarium]* **un centre commercial** *[a shopping centre]*	**un cinéma** *[a cinema]* **un club de jeune** *[a youth club]* **un grand parc** *[a big park]* **un centre sportif** *[a sports centre]* **un jardin botanique** *[a botanical garden]*
		beaucoup de choses à faire *[lots of things to do]* **beaucoup de choses à voir** *[lots of things to see]* **beaucoup à faire pour les jeunes** *[a lot to do for young people]*	
	nous avons *[we have]* **nous n'avons pas** *[we do not have]*	**beaucoup de/d'** *[a lot of]* **plein de/d'** *[many]*	**jolies rues** *[beautiful streets]* **installations sportives** *[sports facilities]* **magasins** *[shops]* **vieux bâtiments** *[old buildings]* **restaurants** *[restaurants]*

J'aime mon quartier car *[I like my neighbourhood because]* **Je n'aime pas mon quartier car** *[I don't like my neighbourhood because]*	**c'est** *[it is]*	**dangereux** *[dangerous]* **sûr** *[safe]*
	il est *[it is]*	**propre** *[clean]* **sale** *[dirty]* **bien/mal tenu** *[well/badly kept]*
	il (n') y a (pas) *[there is -not-]*	**beaucoup de pollution** *[a lot of pollution]* **beaucoup de bruit** *[a lot of noise]* **beaucoup de circulation** *[a lot of traffic]*
	on (ne) peut (pas) *[one can -not-]*	**manger bien** *[eat well]* **faire du sport** *[do sport]* **se promener***[go for a walk]*

Unit 16
Talking about my daily routine

A eso de... *[around...]* **A...** *[at]* **...las cinco** *[5]* **...las seis** *[6]* **...las siete** *[7]* **...las ocho y cinco** *[8.05]* **...las ocho y diez** *[8.10]* **...las ocho y cuarto** *[8.15]* **...las ocho y veinte** *[8.20]* **...las ocho y veinticinco** *[8.25]* **...las ocho y media** *[8.30]* **...las ocho y treinta y cinco** *[8.35]* **...las nueve menos veinte** *[8.40]* **...las nueve menos cuarto** *[8.45]* **...las nueve menos diez** *[8.50]* **...las nueve menos cinco** *[8.55]* **A mediodía** *[12 pm]* **A medianoche** *[12 am]*	**de la mañana** *[in the morning]* **de la tarde** *[in the evening]* **de la noche** *[at night]*	**almuerzo** *[I have lunch]* **ceno** *[I have dinner]* **desayuno** *[I have breakfast]* **descanso** *[I rest]* **hago mis deberes** *[I do my homework]* **juego en el ordenador** *[I play on the computer]* **me acuesto** *[I go to bed]* **me lavo los dientes** *[I brush my teeth]* **me levanto** *[I get up]* **me visto** *[I get dressed]* **salgo de casa** *[I leave my house]* **voy al colegio en autobús** *[I go to school by bus]* **veo la tele** *[I watch the telly]* **vuelvo a casa** *[I go back home]*	**luego...** *[then]* **después...** *[after]* **finalmente...** *[finally]*

UNIT 2: Saying what I can do in my neighbourhood

Dans mon quartier on peut faire beaucoup de choses
[In my neighbourhood one can do many things]

<table>
<tr><td rowspan="5">Par exemple, on peut
[For example, one can]</td><td>faire</td><td>de l’équitation [horse riding]
de la natation [swimming]
de la randonnée [hiking]
du footing [jogging]
du sport [sports]
du tourisme [sightseeing]</td><td rowspan="5">à la piscine [in the swimming pool]
au centre commercial [in the mall]
au centre sportif [at the sports centre]
au cinéma de mon quartier
[at my neighbourhood cinema]
au club de tennis [at the tennis club]
au parc [in the park]
au stade [at the stadium]
au terrain de foot près de chez moi
[on the football pitch near my house]
dans la rue piétonne
[in the pedestrian street]
dans la vieille ville [in the old town]
dans le centre-ville
[in the city centre]
dans les bois [in the woods]
sur la place [on the town square]</td></tr>
<tr><td>jouer</td><td>au football
au golf
au rugby</td></tr>
<tr><td>aller</td><td>en boîte de nuit [clubbing]
faire les magasins [shopping]
se promener [go for a walk]</td></tr>
<tr><td>voir</td><td>des concerts [concerts]
des films [films]
des matchs de foot
[football games]
des spectacles folkloriques
[folklore shows]</td></tr>
<tr><td>visiter</td><td>des châteaux [castles]
des galeries d’Art
des musées
des palais historiques
des ruines romaines
[Roman ruins]</td></tr>
<tr><td></td><td></td><td>dans le quartier...
[in the … area]</td><td>des affaires
historique
industriel
touristique</td><td>de la ville
[of the city]</td></tr>
</table>

<table>
<tr><td rowspan="5">Avant-hier
[The day before yesterday]

Hier [Yesterday]

Il y a trois jours
[Three days ago]

Le week-end dernier
[Last weekend]

Vendredi dernier
[Last Friday]</td><td rowspan="2">je suis allé(e)
[I went]</td><td>au stade voir un match de foot
[to the stadium to watch a football match]
me promener au parc avec mon/ma petit(e) ami(e)
[for a walk in the park with my boyfriend/girlfriend]
voir un concert de Stromae au stade
[to see a Stromae concert at the stadium]</td></tr>
<tr><td>j’ai fait
[I did]</td><td>de la natation à la piscine municipale
[swimming in the local pool]
du footing dans le parc [jogging in the park]
du tourisme dans la vieille ville [sightseeing in the old town]</td></tr>
<tr><td>j’ai joué
[I played]</td><td>au tennis au centre sportif [tennis at the sports centre]</td></tr>
<tr><td>j’ai regardé
[I watched]</td><td>un film au cinéma [a film at the cinema]</td></tr>
<tr><td>j’ai visité
[I visited]</td><td>le musée local [the local museum]
une galerie d’art [an art gallery]</td></tr>
</table>

UNIT 3: Describing my street

	Masculine nouns	Feminine nouns
Dans ma rue, il y a *[On my street, there is]* **Près de chez moi, il y a** *[Near my house, there is]*	**un arrêt de bus** *[bus stop]* **un bâtiment** *[a building]* **un centre commercial** **un centre sportif** **un petit parc** **un restaurant chinois/indien** **un supermarché** **un terrain de foot** **un théâtre**	**une bibliothèque** *[a library]* **une boucherie** *[a butcher's]* **une boulangerie** *[a bakery]* **une église** *[a church]* **une épicerie** *[a grocery shop]* **une gare** *[a train station]* **une mosquée** *[a mosque]* **une piscine municipale** *[a local pool]* **une synagogue** *[a sinagogue]*
	un magasin de *[a ... shop]*	**sport** *[sports]* **vêtements** *[clothes]*

Le cinéma *[The cinema]* **Ma maison** *[My house]* **Mon immeuble** *[My block of flats]* **Mon appartement** *[My flat]*	**est** *[is]*	**à droite** *[to the right]* **à gauche** *[to the left]* **à dix minutes à pied** *[a 10 minute walk away]* **à dix minutes en voiture** *[a 10 minute car ride away]* **à côté** *[next to]* **près** *[near]* **devant*** *[in front]* **en face** *[opposite]* **derrière*** *[behind]* **loin** *[far]*	**Fem. nouns**	
			de la ***la** *[of/from]*	**bibliothèque** **boucherie** **boulangerie** **piscine**
			Masc. nouns	
			du ***le** *[of/from]*	**centre commercial** **collège** **magasin de musique** **musée** **parc** **stade** **terrain de foot**
		au bout de la rue *[at the end of the street]*		

Mon appartement **Ma maison**	**est**	**entre** *[between]*	**la boucherie** **le cinéma**	**et**	**la piscine** **le supermarché**

Il n'y a *[There is not]*	**aucun** *[any – sg. masc]*	**restaurant**	**près d'où j'habite** *[near where I live]* **dans mon quartier** *[in my neighbourhood]* **par ici** *[around here]*
	aucune *[any – sg. fem]*	**boutique**	

Y9 Art Weird and Wonderful

The four main areas in this project are:

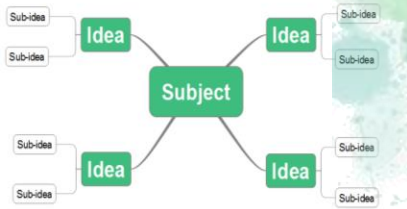
- **Developing Ideas**
- **Refining Materials**
- **Recording Ideas**
- **Presenting Responses**

You will develop skills in:

- Artist Research and Response
- Developing original ideas
- Observational drawing skills
- Visual Elements and Composition

Mind Mapping

Artists and Designers often start with a mind map of ideas when they begin a project as this helps them to plan for where the creative journey will take them.

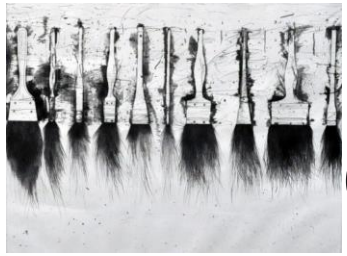


STEAMPUNK

"A retro-futuristic subgenre of science fiction or science fantasy that incorporates technology and aesthetic designs inspired by 19th-century industrial steam-powered machinery."

JIM DINE

An artist who focuses on making objects look interesting.

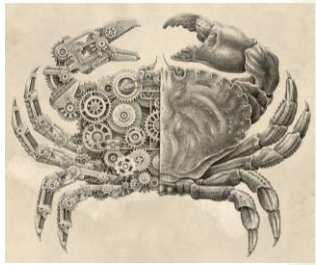


Artist Research

https://www.steeven-salvat.com/

Steevan Salvat

An artist who combines animals and mechanical forms.



https://wornandwound.com/mechanical-biological-steeven-salvat/

Primary Sources
Photos that you take yourself to inspire your art work.

Secondary Sources
Photos that you use to inspire your artwork but they are taken by someone else. E.g. internet / magazines / newspapers

Media and Materials

Pencil	Watercolour	Collage	Fineliner
Pen	Oil Pastel	Monoprint	Polyprint
Mixed media	Coloured Pencil	Graphite	Digital

KEYWORDS

Idea
Develop
Refine
Research
Create
Background
Foreground
Light
Dark
Detail
Proportion
Outline
Material
Original
Analysis
Evaluate
Express
Response
Inspire
Composition
Technique
Meaning
Style
Abstract
Realistic
Record

Observational Drawing Tips:

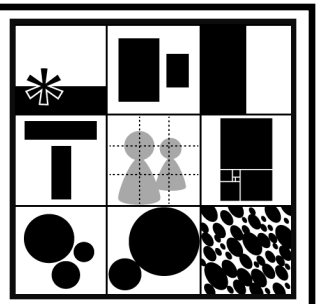
- ✓ Draw from life where you can.
- ✓ Draw what you see, not what you think you see!
- ✓ Begin drawing the form lightly in pencil
- ✓ Use a soft sketchy line to get accurate shapes

Visual Elements – The components that make up a piece of art.

LINE SHAPE TONE

FORM TEXTURE PATTERN COLOUR

Composition: The arrangement of the visual elements in a piece of art.



URBAN

Year 9 Graphics

Brooklyn
Harlem
New York

SHEPARD FAIREY

Activist, Political, propaganda, posters, blue and red, graphic design, mixed media

BANKSY

Stencil, controversial, anonymous, Flower Thrower, Girl with Balloon, spray paint, street art

DASHONE

Mixed media, monochromatic, bright colours, neon, celebrities, hip hop

Artist research
Artist analysis
Artist copy
Artist response

Primary
Secondary
Harmonious
Contrasting
Monochromatic

Cutting mat

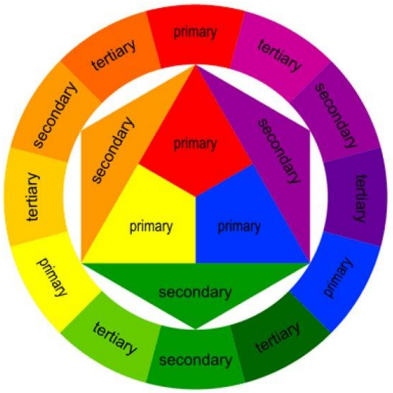
Make sure it is always under your laminate when cutting

Metal safety rule

Keep hands away from the side when cutting.

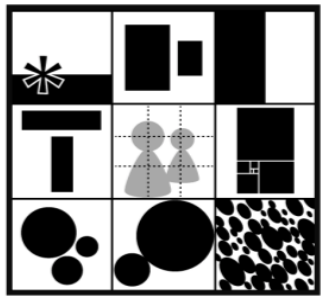
Craft knife

Keep hands away from blade. Do not have open on furthest setting. Close when not in use.



TAG:
A **tag** is the most **basic writing** of an artist's name or nickname.

Composition: The arrangement of the visual elements in a piece of art.



Artist Research:
Title
Images
Information
Artist
copy/response

Stencilling Process:

1. Print and laminate your image
2. Place your laminated image on a cutting mat
3. Carefully cut away the black sections of your stencil
4. Masking tape your stencil onto paper making sure it is flat
5. Use a sponge and poster paint and dab it carefully over your stencil to create your print

Key Words:

Mixed Media
Stencil
TAG
Materials
Sources
Craft knife
Taki 183
Banksy
Shepard Fairey
Dashone
Keith Haring
Grid method
Graphite transfer
Research
Analysis
Composition
Proportion
Printing
Style
Technique
Digital
Manipulation

Year 9 Textiles Design and Technology

Iterative design is a **design** method based on a process of making prototypes, testing them, improving them, testing again and repeating this cycle until the best solution has been found.

Image credit Paul Woodward

A **design brief** is the information a client gives to a designer explaining what they want their product to be like, eg 'Design a drinks bottle holder for use while riding a bicycle'. The designer could also produce a brief for the client, as the client might have identified a problem but not know how to solve it.

A **design specification** is a list of criteria a product needs to achieve. Using the brief to begin research, a specification can be written after the research has been carried out and when more information is known.

Modelling is a quick, cheap way to test ideas before making the final product.

Key Terms:

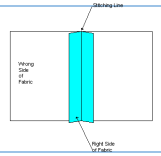
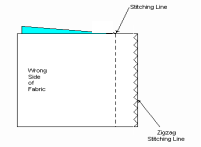
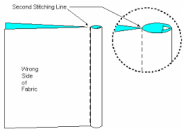
Technical Textiles are made to be functional e.g. Nomex is fire—resistant, Kevlar is strong, 3M Scotchlite is reflective.

Planned obsolescence is when products are designed with a short lifespan in mind e.g. a disposable razer. Linked to environmental issues in design.

Designing for Maintenance is when products are designed to be repaired if they break. This is a good design principle.

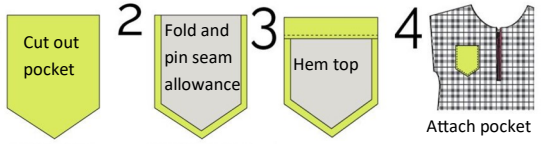
Stock forms are the standard ways of storing materials and components e.g. a reel of cotton, a roll of fabric.

Sustainable Design is when products can continually be made without harm to people of the environment.

Construction	Diagram/ Example	Characteristics
Open Seam		Quick and easy. Not strong and not bulky
Closed Seam		Strong, can be bulky.
French Seam		Neat. Time consuming. Used on delicate fabrics.

Decorative Technique	Diagram/ Example	Characteristics
Quilting		Padded, protective. Warm.
Tie Dye		Different patterns, resist dye technique. Can achieve irregular or regular designs
Reverse Applique		Time consuming. Can use various layers and textures.

How to make a patch pocket:



Mary Quant

- Famous in 1960's
- Invented the miniskirt and hot pants
- known for her use of pop art in fashion
- Changed the look of women worldwide
- Bright colours and monochrome

Vivienne Westwood

- Famous in 1970's
- Known for moving punk music movement into fashion
- Controversial and artistic style
- Her collections have been diverse and include inspiration of pirates, royalty, aristocracy and India.
- Now designs Ethical fashion

How Cotton fabric is Made

From source of origin to woven fabric

Picking: Cotton buds of Gossypium genus (cotton plant) are picked

Carding: separates the fibres from dirt, insects and twigs.

Combing: Separates long fibres from short fibres. All fibres are placed in same direction

Spinning: fibres are spun into yarns

Twisting: the yarns are twisted together to become stronger

Dying: the yarns are dipped into baths of dye

Weaving: the yarns are woven together to make a fabric