Thomas Estley Community College
Year 9 Spring Term
Knowledge Organiser

What are Knowledge Organisers?

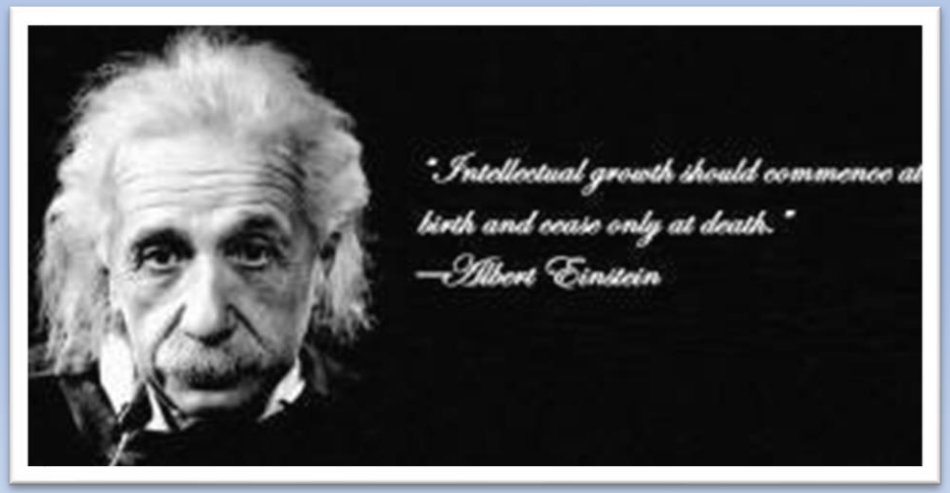
A knowledge organiser is an easy way that each subject can summarise the most important information. Each subject section will include key terms, short explanations, glossary words, diagrams etc making it clear to the student as to what is essential to learn. Each grid has an overall theme and these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



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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.

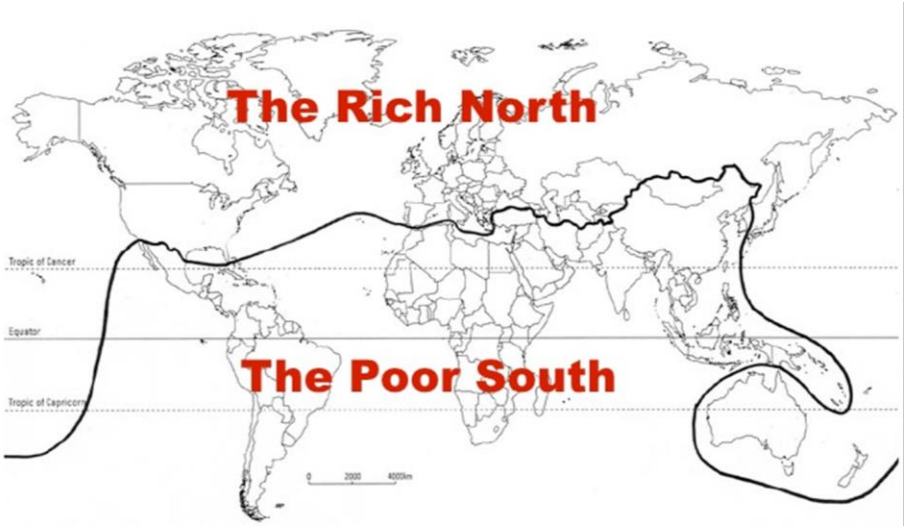
Read Aloud

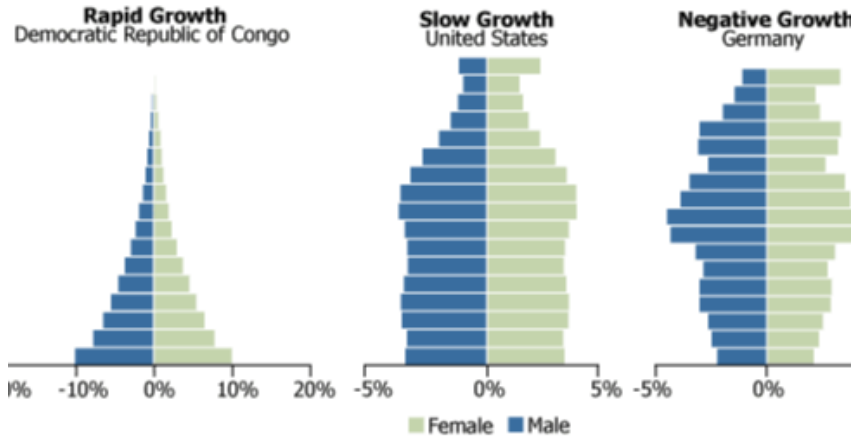
Simply speak the facts and dates out loud as you're reading the Knowledge Organiser. Even try to act out some of the facts – it really helps you remember!

Geography Knowledge Organiser
Year 9: **Development**

Key Word	Definition
Brandt Line	The dividing line on the world between the 'rich north' and 'poor south', first proposed in 1980.
Development Indicator	A way of comparing development between places.
Inequality	Differences between poverty and wealth, as well as in peoples' wellbeing and access to things like jobs, housing and education.
Trade	The buying and selling of good and services between countries.
Debt	money owed to a person or organization for funds borrowed.
Aid	Assistance provided to other countries in the form of money or food etc.
Population Pyramid	A graphical technique used to display population data about a country.
Economic Structure	Suggests what sectors (primary, secondary and tertiary) people work in.
HDI	Stands for Human Development Index. A number from 0 to 1 and is calculated by combining Life Expectancy, Education and Income.
Sustainable Development	Development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

Useful websites…
https://www.bbc.co.uk/bitesize/topics/zg7nvcw

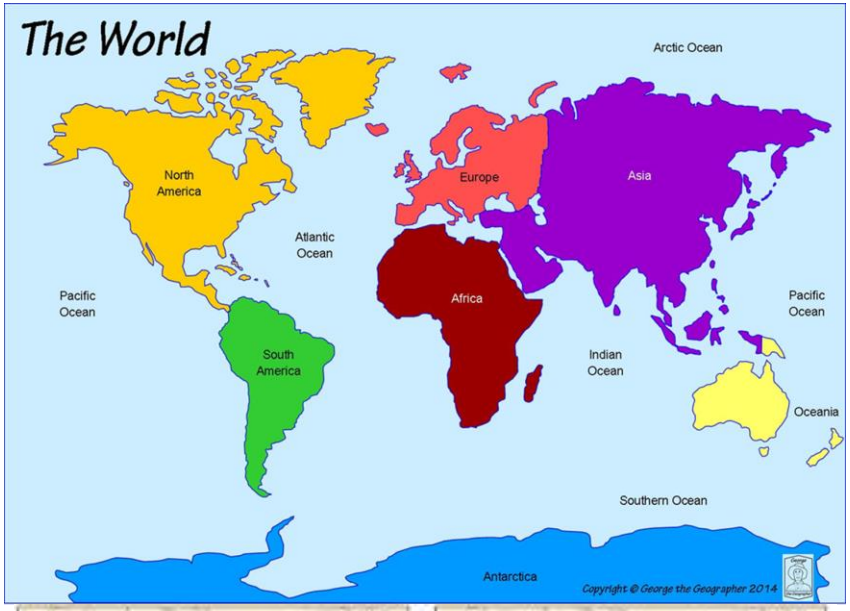




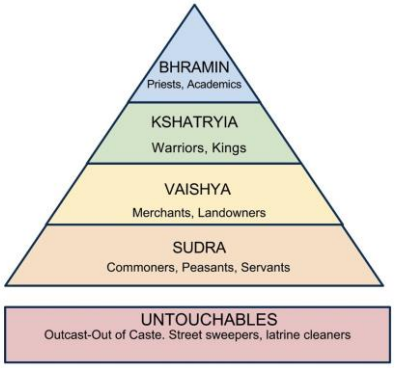
Geography Knowledge Organiser
Year 9: **Asia**

Key Word	Definition
Asia	One of the seven continents of the world, made up of forty-eight countries.
Himalayas	The name of the tallest mountain range in the world, located to the north of India.
Population Density	The average number of people that live in an are, given as a number per km².
Choropleth Map	A map that uses colour to show changes over space.
Monsoon	The name of the wet season in Asia occurring between June and October, when winds blow from the south west.
Caste	The name of a Hindu system where society is divided into categories.
Globalisation	The process by which the world is becoming increasingly interconnected as a result of massively increased trade and cultural exchange across the globe.
Migration	The movement of people from one place to another.
Urbanisation	The process where more people live in urban areas (cities).
Shanty towns	An area of very poor housing, often self-built by residents out of basic materials.

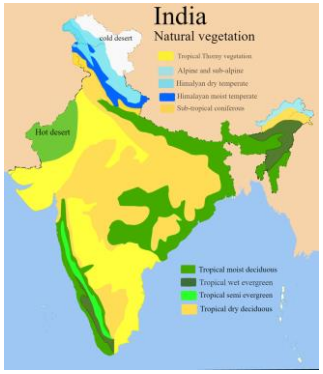
Useful websites…
https://www.bbc.co.uk/bitesize/topics/z3jhfg8
https://www.bbc.co.uk/bitesize/topics/zg7nvcw



Summer



Winter



Developing for the Web

Hyper Text Markup Language (HTML) is a basic programming language for building web pages. It uses a set of predefined tags that the web browser then interprets and displays.

The World Wide Web is responsible for standardising HTML and releasing updated specifications that revise existing tags and introduce new tags. Web pages contain different types of information including images, text and multimedia.

Using HTML to create websites

HTML can be written in a simple text editor like Notepad. As long as it is saved with file extension.html eg: myfirstwebpage.html it can be opened and viewed as a webpage from a browser.

```
<html>
        <body>
            <h1> My First Web page </h1>
             <p> This is my very first web page
              that I have created using Notepad </p>
         </body>
</html>
```

HTML Tags:

<html>	States that the document is a HTMl document .
<body>	Information appears in the body of the page.
<h1>	The main heading for the web page.
<p>	The beginning of a new paragraph.
<img>	Image for web page and file type of image example: Jpg, Png, gif
** **	Add a blank line
<a href>	A link to other web sites

Key Vocabulary

Web Browser: An application used to view webpages eg Google Chrome, Firefox, Microsoft Edge, Safari, Internet Explorer.

HTML: (Hyper Text Markup Language) Used to write and create web.

Hyperlink: A link in a document or webpage that connects to another location.

Internet: A global network connecting millions of computers together.

Website: A webpage or group of webpages hosted on a web server and viewed in a web browser,

Key Facts

- Web pages contain different types of information including images, text and multimedia.
- There is no central storage for websites.
- The World Wide Web (WWW) is a huge collection of websites that we can access using the internet.
- Each website contains web pages which are navigated via hyperlinks.

Ranking algorithm

Used to rank the importance of web pages and considers:

- when the page was last updated
- webpages that link to a found page
- other webpages that a found page links to

Gathering information

- Search engines use programs known as **crawlers** or **spiders** to find content on the World Wide Web.
- These crawlers visit links from one web page to another, recording common keywords that they find.
- By travelling along these links, the crawlers can eventually find newly created content.

Indexing

When crawlers finish their journey, they are stored in a data structure called an index.

The index records the following about each web page:

- Frequently used keywords
- Type of content found, (images, text, etc.)
- Date of last update

CSS Cascading style sheets:

- HTML defines the structure and content of your web page.
- CSS defines the style and layout of web pages.
- CSS can be used to change the style of a whole website, one web page or a single occurrence of an element, e.g.

```
<h1 style="text-align:center">
```

What happens when I view a web page?

Threats to networks

Trojan Horse: Programs designed to lock you out of your computer and not let you access the data unless you pay a ransom

Virus: A malicious program that hides inside other files that users might believe are harmless

Spyware: Installed without you knowing and used to track all your activity when you browse the World Wide Web

Ransomware: Executable code that when run damages the files and stops the computer from operating normally

Worm: Exploits the vulnerabilities of a system by finding holes in its security

Extra Notes:

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

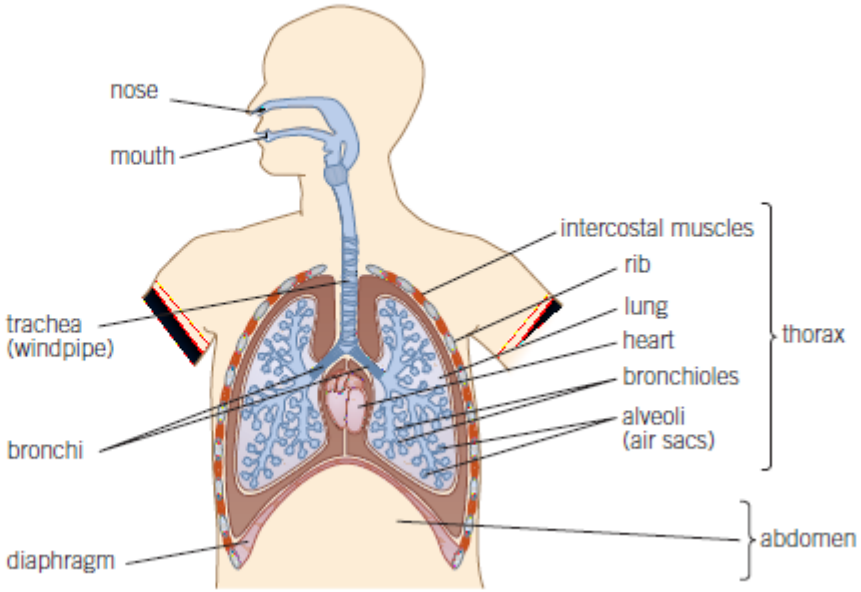
Hacking in the context of cyber security is gaining **unauthorised** access to or control of a computer system .

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.

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

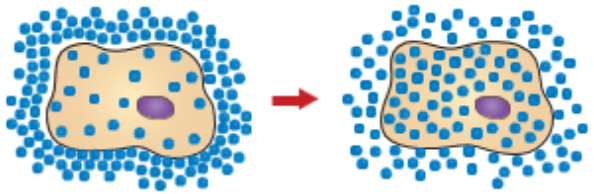
- Drug **addiction** is when your body gets so used to a drug, it feels it cannot cope without it
- If someone who has an addiction stops taking the drug, they will experience **withdrawal symptoms**

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

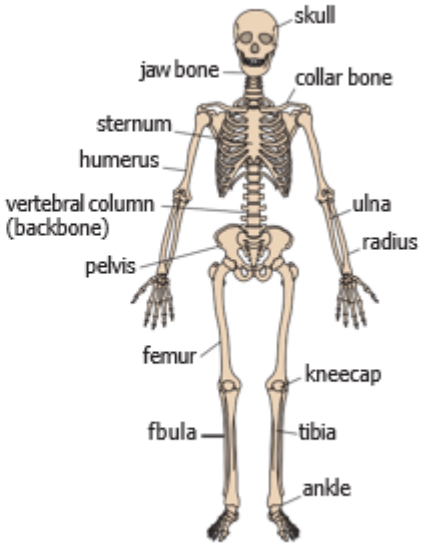
- This process can be used to form alcohol to drink or to allow bread and cakes to rise

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



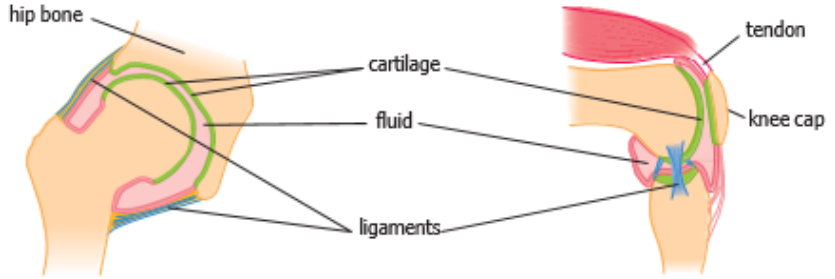
Movement

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

Activate — Question • Progress • Succeed

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

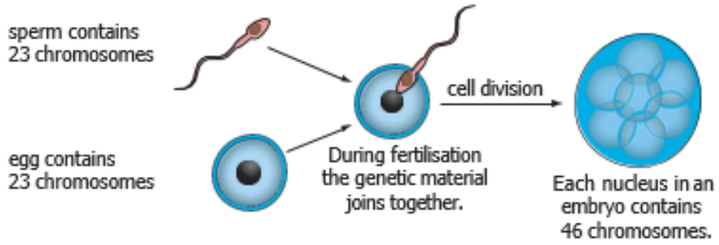
Possible alleles from mother \ Possible alleles from father	**B** (dominant allele for browneyes)	**b** (recessive allele for blue eyes)
b (recessive allele for blue eyes)	**Bb** Offspring will have brown eyes as B is dominant	**bb** Offspring will have blue eyes as both alleles are recessive
b (recessive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

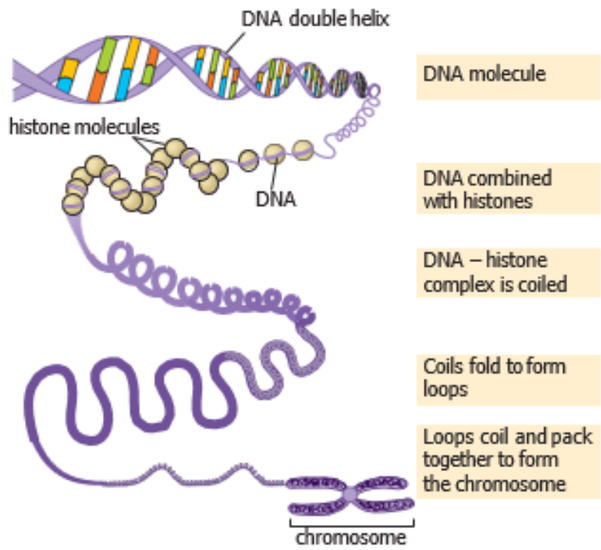


- **DNA** is the material which contains all of this genetic information

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:

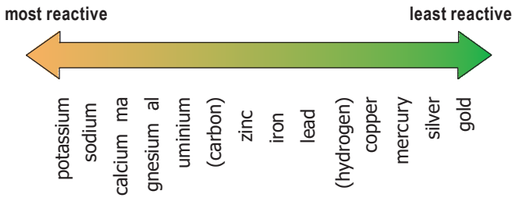
metal carbonate + acid ➡ salt + …….
calcium carbonate + nitric acid ➡ calcium nitrate + …….

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.

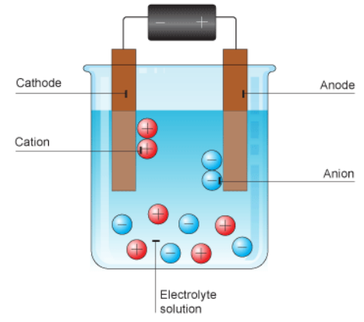
An example of this is the extraction of copper from it's ore Malachite.

- 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

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

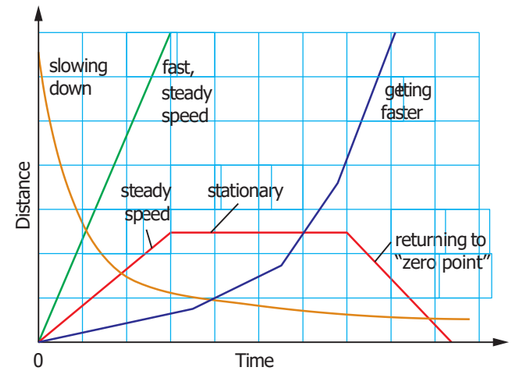
- **Speed** is a measure of how quickly or slowly that something is moving
- We measure speed in meters per second (m/s), this means that distance must be in meters and time must be in seconds
- We calculate speed with the following formula:

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

- **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



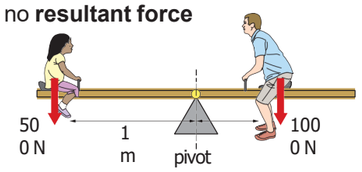
- To find the average speed, the total distance must be divided by the total time

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

Frankenstein
by Mary Shelley

Main Characters

Robert Walton	A young, ambitious English man leading an expedition to the North Pole. Confident of his own power to 'play god' and conquer nature. Sometimes lonely on his journey (echoing the Creature's loneliness later on)
Victor Frankenstein	Protagonist. Wealthy, and from a happy family. Loves science and his adopted sister Elizabeth. Very ambitious. Brave, bold, selfless ambitions: He begins with a worthy aim .
Henry Clerval	Victor's best friend. Henry takes care of Victor and Victor feels shame/guilt at hiding his secrets from Henry.
Doctor Livesey	He is intelligent and loyal, but is also fascinated with wealth and treasure. He thinks negatively of pirates.
The Creature (Not Frankenstein!)	Created by Victor as an experiment Made from parts selected for their size, strength and beauty, the beautiful features create an overall grotesque appearance. Terrifying to others because of his appearance, the Creature is alone and frightened when born. He learns about humans by spying on the De Lacy family, but is rejected by everyone he meets. He longs for a father or God figure, but after being rejected by Victor, he is angry and vengeful.

- The Creature represents the dangers of science
- Shelley uses the Creature to warn the Government against mistreating the masses
- Creature, Luddites, French (1789) were treated badly – they rebelled
- The Creature is a warning against the dangers of industrialisation – creating 'monsters' that cannot be controlled
- Shelley uses the Creature's education and rejection to criticise society

Themes

French Revolution	The overturning of traditional morality and uncertainty
Scientific Discovery	New advances raise moral questions—was the industrial revolution necessarily a good thing.
Passive Women	Written by the daughter of a feminist, the novel has lots of passive women who suffer and die
Ambition and fallibility	Humans are shown as very ambitious, but also very flawed
Revenge	Revenge consumes the monster after being rejected by society
Prejudice	Nearly every human character assumes the creature is dangerous because of its appearance, despite it originally being quite a kind creature
Family, society isolation	The monster wants revenge not because its evil, but because its isolation turns it hateful and angry,

Key Vocabulary

Epistolary	Novel told within letters, journal entries etc. Used to clearly establish the point of view.
Embedded Narrative	A narrative within a narrative. We see Robert's story, Victor's story, and the creature's story.
Dramatic Irony	When the reader knows something that a character doesn't.
Foreshadowing	When an event, word or phrase gives us a hint at what will happen in the future.
Abhorrence	A feeling of hatred or disgust
Benevolence	The trait of kindness
Sublime	So beautiful as to cause immense wonder
Physiognomy	The features on someone's face
Indefatigable	Untiring or persistent
Ignominious	Causing shame or embarrassment

William Shakespeare

Different Types of Plays

Tragedy	These plays would typically end in death or violence. For example: Othello, Romeo & Juliet, Hamlet, King
History	These plays were based on historical events. For example: Henry V, Richard III, Henry VI, King John.
Comedy	These plays tended to focus on love, magic, and confusion. For example: A Midsummer Night's Dream, As You Like It, Much Ado About Nothing, The

William Shakespeare's Life

- Born on 23rd April 1564
- In 1582, he married Anne Hathaway.
- 1589-1593—he wrote Comedy of Errors, and Richard III, and became an established playwright in London
- 1594-1596—He creates an acting company, and writes A Midsummer Night's Dream and Romeo and Juliet.
- 1597-1599—He buys the second biggest home in Stratford, and writes Julius Caesar and Much Ado About Nothing
- 1600-1608—Hamlet, Macbeth and Twelfth Night are written
- 1603—James I is crowned King—Shakespeare renames his acting group "The King's Men".
- 1609-1611—Shakespeare's Sonnets are published, and he writes The Tempest
- 1612-1616—Henry VIII is written

Key Terms

Regicide	The murder of the king or monarch
Foil	A character who contrasts with another, to highlight their qualities
Renaissance	The period of time when Shakespeare wrote his plays and sonnets.
Soliloquy	The act of speaking one's thoughts aloud when by oneself or regardless of any hearers, especially by a character in a play.

Shakespearean Form

Prose	This is ordinary language—no rhyme or rhythm.
Sonnet	A 14 line poem that is usually based on the theme of love. It is written in iambic pentameter.
Blank Verse	A type of poetry, often used in his plays, too. It has meter, but no rhyme.
Dramatic Irony	Where the reader knows more about the events of the play than the characters do.

Shakespearean Structure

Iambic Pentameter	A form of meter where the lines consist of five pairs of sullables. The first syllable is unstressed, and the second is stressed. (da-DUM)
Rhythm	A strong, regular, repeated pattern of movement or sound.
Caesura	A pause near the middle of the line, that breaks up the rhythm.
Rhyme	Where two or more words share the same vowel sound and ending.

Context of Shakespeare's Time

Courtly Love	A medieval tradition of love between a knight and an unattainable woman.
Duelling/ Honour	Honour was very important. If you refused a duel, your family's status would be weakened.
Patriarchal Society	Society was controlled by men, where women were seen as weaker. They needed to obey their fathers and
The Globe Theatre	Where most of Shakespeare's plays were performed. Only men were actors, and it had areas for people of all

For classes: 9A, 9C, 9E and 9F

Les emplois	***Jobs***
Qu'est-ce que tu veux faire plus tard?	*What do you want to do later?*
Je veux être...	*I want to be a...*
avocat(e)	*lawyer*
botaniste	*botanist*
chanteur/chanteuse	*singer*
chauffeur de taxi/camion	*taxi/lorry driver*
comptable	*accountant*
diplomate	*diplomat*
directeur/directrice de magasin	*store manager*
footballeur	*footballer*
guide touristique	*tourist guide*
infirmier/infirmière	*nurse*
ingénieur(e)	*engineer*
interprète	*interpreter*
journaliste	*journalist*
juge	*judge*
médecin généraliste	*doctor (GP)*
pilote	*pilot*
professeur	*teacher*
sociologue	*sociologist*
vétérinaire	*vet*
webdesigner	*webdesigner*

Les opinions	***Opinions***
C'est mon rêve!	*It's my dream!*
Ce serait bien.	*It would be good.*
Pas vraiment.	*Not really.*
Ce serait ennuyeux.	*It would be boring.*
Pourquoi pas?	*Why not?*
Tu rigoles!	*You're joking!*
Ça ne m'intéresse pas du tout.	*That doesn't interest me at all.*

Le monde du travail	***The world of work***
acheter	*to buy*
aimer le contact avec les gens/les autres	*to like contact with other people/others*
discuter	*to discuss*
rencontrer	*to meet*

respecter	*to respect*
rigoler	*to have a laugh*
vendre	*to sell*
voir	*to see*
voyager	*to travel*

Le travail	**Work**
le boulot	*job (informal)*
l'emploi (m)	*job (more formal)*
le métier	*job/profession*
la profession	*profession*
un stage	*training course/work placement*
un poste	*post*
un candidat	*candidate*
créatif/créative	*creative*
varié(e)	*varied*

L'importance des langues	***The importance of languages***
c'est un avantage	*it's an advantage*
c'est essentiel	*it's essential*
c'est un plus	*it's a plus*

Quand j'étais plus jeune ...	***When I was younger ...***
j'étais	*I was*
j'avais	*I used to have*
j'aimais	*I used to like*
je faisais	*I used to do*
je jouais	*I used to play*
je regardais	*I used to watch*
je n'aimais pas	*I didn't use to like*

À l'avenir	***In the future***
je quitterai le collège	I will leave school
je ferai un apprentissage	I will do an apprenticeship
je ferai le tour du monde	I will go round the world
je voyagerai	I will travel
je travaillerai	I will work
je tomberai amoureux/amoureuse de quelqu'un	I will fall in love with someone
j'habiterai	I will live

j'aurai une Ferrari	I will have a Ferrari
je serai	I will be

Des questions	***Questions***
Qu'est-ce que tu fais dans la vie?	*What do you do for a living?*
Est-ce que tu as beaucoup d'expérience?	*Do you have a lot of experience?*
Quelle est ta journée typique?	*What is your typical day like?*
Quelles sont tes responsabilités?	*What are your responsibilities?*
Quelles sont les qualités requises pour ce métier?	*What qualities are required for this profession?*
Quelles langues parles-tu?	*Which languages do you speak?*
Que feras-tu à l'avenir?	*What will you do in the future?*

Les mots essentiels	***High-frequency words***
car	*for*
comme	*as*
lorsque	*when*
par contre	*on the other hand*
par exemple	*for example*
puisque	*since/as*
si	*if*
surtout	*especially*

Être game designer	***Being a games designer***
communiquer	to communicate
coordonner	to coordinate
créer	to create
fonctionner	to work/function
inventer	to invent
savoir	to know how to
travailler en équipe	to work in a team
attentif/attentive	attentive
frustrant(e)	frustrating
motivant(e)	motivating
poli(e)	polite
rapide	quick
solide	solid
stimulant(e)	stimulating
côté formation	as far as training is concerned
pour ma part	for my part
ma propre boîte	my own company

For classes: 9B, 9D and 9G

Mon avenir	***My future***
Dans deux/quatre ans, …	*In two/four years …*
Un jour, …	*One day, …*
Je vais …	*I am going to …*
aller au lycée	*go to sixth-form college*
avoir un emploi bien payé	*have a well-paid job*
faire un apprentissage	*do an apprenticeship*
faire des études à la fac	*study at university*
quitter le collège	*leave secondary school*
travailler	*work*
voyager	*travel*

Parler une autre langue	***Speaking another language***
Avec les langues, on peut …	*With languages, you can …*
comprendre les gens	*understand people*
habiter à l'étranger	*live abroad*
travailler dans un autre pays	*work in another country*
communiquer avec les jeunes de son âge	*communicate with young people your own age*
regarder la télévision	*watch television*
écouter de la musique	*listen to music*
dans une autre langue	*in another language*
À mon avis, parler une autre langue, c'est …	*In my opinion, speaking another language is …*
un avantage	*an advantage*
important	*important*
un plus	*a bonus*
parce que …	*because …*

Travailler	***Working***
le boulot	*job (informal)*
l'emploi	*job (more formal)*
le travail	*work*
le job	*job*

Du matin au soir ***From morning till night***

d'abord	*first*
ensuite	*next*
l'après-midi	*in the afternoon*
le lendemain	*the next day*
le matin	*in the morning*
puis	*then*
tous les jours	*every day*
très tôt	*very early*

J'aime mon job parce que c'est …	***I like my job because it's …***
créatif	*creative*
intéressant	*interesting*
motivant	*motivating*
stimulant	*stimulating*
varié	*varied*

Mon boulot	***My job***
Qu'est-ce tu fais comme travail?	*What kind of work do you do?*
Quelles sont tes responsabilités?	*What are your responsibilities?*
Tu travailles seul(e) ou avec d'autres personnes?	*Do you work alone or with other people?*
Est-ce que tu aimes ton boulot?	*Do you like your job?*
acheter	*to buy*
contacter	*to contact*
créer	*to create*
inventer	*to invent*
organiser	*to organise*
répondre au téléphone	*to answer the telephone*
travailler en équipe	*to work in a team*
trouver	*to find*

Mes ambitions	***My ambitions***
Qu'est-ce que tu voudrais faire plus tard?	*What would you like to do later on?*
Je voudrais être ...	*I would like to be a(n) ...*

acteur/actrice	*actor*
chanteur/chanteuse	*singer*
chauffeur de taxi/camion	*taxi/lorry driver*
contrôleur aérien	*air-traffic controller*
designer de chaussures	*shoe designer*
directeur/directrice de magasin	*store manager*
footballeur	*footballer*
guide touristique	*tourist guide*
ingénieur	*engineer*
journaliste	*journalist*
pâtissier/pâtissière	*pastry chef*
pilote	*pilot*
professeur	*teacher*
réceptionniste	*receptionist*
serveur/serveuse	*waiter/waitress*
secrétaire	*secretary*
vétérinaire	*vet*
webdesigner	*web designer*

Les opinions	***Opinions***
Ce serait …	*It would be …*
cool/ennuyeux	*cool/boring*
génial/intéressant	*great/interesting*
Ça ne m'intéresse pas.	*That doesn't interest me*.
Non merci!	*No thanks.*
Jamais de la vie!	*No way!*

Les mots essentiels	***High-frequency words***
alors	*so*
ça dépend	*it depends*
comme	*as*
je ne sais pas	*I don't know*
même	*even*
où	*where*
parce que	*because*
voyons	*let's see*
je prends	*I take*
je vais	*I go*
je fais	*I do/make*

La comida

El primer plato	The first course /starter
Como	I eat
Come	She/he eats
Desayuno	For Breakfast I eat
Desayuna	For breakfast he/she eats
El segundo plato	Main course
El postre	Dessert/pudding
Ceno	For dinner I eat
Cena	For dinner she/he eats
Almuerzo	For lunch I eat
¿ Qué almuerzas?	What do you have for lunch?
¿ Qué cenas?	What do you have/eat for dinner?
¿ Qué desayunas?	What do you have/eat for breakfast?
Para el primer plato como…	For the first course/starter I eat…

Problemas de salud y accidentes- health problems&accidents

Estoy cansado: I am tired
Estoy mareado: I feel sick, dizzy
Me duele el estómago: my stomach hurts
Me duele el oído: I have earache
Me duelen las muelas: my teeth hurt
Me he quemado la mano: I burnt my hand
Me ha picado una abeja/avispa: I got bitten by a bee/wasp
Me he roto el brazo: I broke my arm
Me he torcido el tobillo: I twisted my ankle
Me siento mal: I feel ill
Sudo: I sweat
Tengo calor: I am hot
Tengo diarrea: I have diarrea
Tengo dolor de cabeza: my head hurts (I have a headache)
Tengo fiebre: I have a fever
Tengo frío: I am cold
Tengo gripe: I have the flu
Tengo indigestión: I have indigestion
Tengo una picadura: I have a insect bite
Tengo un resfriado : I have a cold
Tengo quemaduras del sol: I got sunburn
Tengo sueño : I am sleepy
Tengo tos: I have a cough

¿Qué quieres comer?	What do you want to eat?
La sopa	the soup
El paté	the pâté
La ensalada de lechuga	the (green) salad
El pescado	the fish
El salmón ahumado	the smoked salmon
Las gambas	the prawns
La langosta	the lobster
El pollo frito	the roast chicken
El filete	the steak
Las chuletas de cordero	the lamb chops
El guisado	the stew
Las patatas	the potatoes
Las judías verdes	the green beans
Las zanahorias	the carrots
Los guisantes	the peas
Las patatas fritas	the French fries
Las albóndigas	the meatballs
La mantequilla	butter
Pan de tostado	toast
Galetas	biscuits
Huevos	eggs
Champiñones	mushrooms

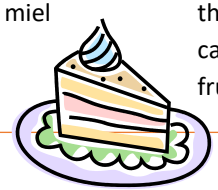
Los snacks	Snacks
El sándwich de jamón y queso	the ham and cheese toastie
La pizza de queso	the (cheese) pizza
El sándwich de jamón	the (ham) sandwich
La hamburguesa	the hamburger

Los adjetivos	The adjectives
rico	rich
sano	healhy
malsano	unhealthy
delicioso	delicious
grasiento	greasy/fatty
salado	salty
nutrivito	nutricious
sabroso	tasty
picante	spicy
dulce	sweet
asqueroso	disgusting
bueno	good
seco	dry

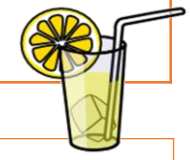
El cuerpo=The body

Ankle = el tobillo
Arm = el brazo
Back = la espalda
Blood = la sangre
Bone = el hueso
Brain = el cerebro
Chest = el pecho
Ear = la oreja
Elbow = el codo
Eye = el ojo
Face = la cara
Finger = el dedo
Forehead = la frente
Foot = el pie
Hair = el pelo
Hand = la mano
Head = la cabeza
Heart = el corazón
Hip = la cadera
Kidney = el riñón
Knee = la rodilla
Leg = la pierna
Lip = el labio
Liver = el higado
Lungs = los pulmones
Mouth = la boca
Muscle = el musculo
Neck = el cuello
Nose = la nariz
Skin = la piel
Shoulder = el hombro
Stomach = el vientre, el estomago
Teeth = los dientes, las muelas
Throat = la garganta
Thumb = el pulgar
Toe = el dedo del pie
Voice = la voz
Waist = la cintura
Wrist = la muñeca

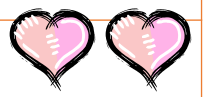
¿Qué queres de postre?	What do you want dor desert?
la tarta de manzana	apple pie
el pastel de chocolate	the (chocolate) cake
el helado de fresa	the (strawberry) ice-cream
el crepe con miel	the pancake (with honey)
tarta	cake
fruta	fruit



¿Qué quieres beber?	What do you want to drink?
Agua mineral con/sin gas	sparkling/still mineral water
El zumo de naranja /de manzana	the orange/apple juice
La limonada	the lemonade
Una caña de cerveza	the glass of (draught) beer
La botella de vino	the bottle of wine
El café solo / con leche	the (black/white) coffee
El té con leche / con limón	the tea with milk/lemon
Café con Leche	Coffee with tea
Café solo	Black tea
leche	milk



Las opiniones	Opinions
Me gusta	I like
Me encanta	I love
Me flipa	I am crazy about
Me chifla	It trives me crazy
Me gusta mucho	I really like it
No me gusta	I don't like
No me gusta nada	I don't like at all
Odio	I hate
Detesto	I detest
Soy alérgico(a) a las nueces, avellanas, almendras y cacahuetes.	I am allergic to walnuts, hazelnuts, almonds and peanuts.
Mi comida preferida son los espaguetis.	My favourite meal is spaghetti.



Y9-Term2 --Spanish Knowledge Organiser

A comer (Food)

¿Qué te gusta comer y beber?	*What do you like to eat and drink?*
¿Qué no te gusta come?	*What don't you like to eat?*
¿Qué no te gusta beber?	*What don't you like to drink?*
Me gusta(n) mucho	*I really like...*
Me encanta(n)	*I love...*
No me gusta(n) nada	*I don't like... at all.*
Odio...	*I hate...*
Prefiero...	*I prefer...*
el agua	*water*
el arroz	*rice*
la carne	*meat*
los caramelos	*sweets*
la fruta	*fruit*
las hamburguesas	*hamburgers*
los huevos	*eggs*
la leche	*milk*
el marisco	*seafood, shellfish*
el pescado	*fish*
el queso	*cheese*
las verduras	*vegetables*

¿Qué desayunas?	*What do you have for breakfast?*
Desayuno...	*For breakfast I have...*
cereales	*cereal*
churros	*churros (sweet fritters)*
tostadas	*toast*
yogur	*yoghurt*
café	*coffee*
Cola Cao	*Cola Cao (chocolate drink)*
té	*tea*
zumo de naranja	*orange juice*
No desayuno nada.	*I don't have anything for breakfast.*
¿Qué comes?	*What do you have for lunch?*
Como...	*I eat.../For lunch I have...*
un bocadillo	*a sandwich*
¿Qué cenas?	*What do you have for dinner?*
Ceno...	*For dinner I have...*
patatas fritas	*chips*
pollo con ensalada	*chicken with salad*
¿A qué hora desayunas/ comes/ cenas?	*At what time do you have breakfast/ lunch/dinner?*
Desayuno a las siete.	*I have breakfast at seven o'clock.*

En el restaurante	*At the restaurant*
buenos días	*good day, good morning*
¿Qué va a tomar usted?	*What are you (singular) going to have?*
¿Qué van a tomar ustedes?	*What are you (plural) going to have?*
¿Y de segundo?	*And for main course?*
¿Para beber?	*To drink?*
¿Algo más?	*Anything else?*
Voy a tomar...	*I'll have...*
de primer plato	*as a starter*
de segundo plato	*for main course*
de postre	*for dessert*
Tengo hambre.	*I am hungry.*
Tengo sed.	*I am thirsty.*
nada más	*nothing else*
La cuenta, por favor.	*The bill, please.*
la ensalada mixta	*mixed salad*
los huevos fritos	*fried eggs*
la sopa	*soup*
el pan	*bread*
las chuletas de cerdo	*pork chops*
el filete	*steak*
el pollo con pimientos	*chicken with peppers*
la tortilla española	*Spanish omelette*
el helado de chocolate/fresa/vainilla	*chocolate/strawberry/vanilla ice cream*
la tarta de queso	*cheesecake*
la cola	*coke*
Una fiesta mexicana	***A Mexican party***
¿Qué vas a traer?	*What are you going to bring?*
¿Qué vas a comprar?	*What are you going to buy?*
Voy a traer...	*I'm going to bring...*
quesadillas	*quesadillas (toasted cheese tortillas)*
limonada	*lemonade*
Voy a comprar...	*I am going to buy...*
una lechuga	*a lettuce*
un pimiento verde	*a green pepper*
un pimiento rojo	*a red pepper*
un aguacate	*an avocado*
un kilo de tomates	*a kilo of tomatoes*
medio kilo de queso	*half a kilo of cheese*
200 gramos de pollo	*200 grammes of chicken*
una botella de limonada	*a bottle of lemonade*

¿Y tú? ¿Qué opinas?	*And you? What do you think?*
Pues...	*Well...*
Depende...	*It depends...*
No sé...	*I don't know...*
Eh...	*Er...*
A ver...	*Let's see...*
Bueno, Vale...	*OK...*

Palabras muy frecuentes	*High-frequency words*
a las...	*at ... o'clock*
bastante	*quite*
día	*day*
favorito, favorita	*favourite*
hora	*time*
lugar	*place*
para	*for*
por ejemplo	*for example*
pasado, pasada	*last*
que viene	*next*

To revise this topic

SCAN ME

Y9-Term2 --Spanish Knowledge Organiser

En forma

¿Llevas una dieta sana?	Do you have a healthy diet?
Llevo una dieta (bastante) sana.	I have (quite) a healthy diet.
¿Qué comes?	What do you eat?
Como…	I eat…
caramelos	sweets
fruta	fruit
galletas	biscuits
pan	bread
pescado	fish
pasta	pasta
pasteles	cakes
verduras	vegetables
¿Qué bebes?	What do you drink?
Bebo…	I drink…
agua	water
café	coffee
leche	milk
todos los días	every day
a menudo	often
a veces	sometimes
tres veces al día	three times a day
una vez a la semana	once a week
Nunca como pescado.	I never eat fish.
No bebo nada.	I don't drink anything.

¿Por qué (no) comes…?	*Why do you (not) eat…?*
Es sano / sana.	*It's healthy.*
Son sanos / sanas.	*They are healthy.*
Es rico / rica.	*It's delicious.*
Es asqueroso / asquerosa.	*It's disgusting.*
Soy vegetariano / vegetariana.	*I am a vegetarian.*
Soy alérgico / alérgica.	*I am allergic.*
Soy musulmán / musulmana.	*I am a Muslim.*

¿Qué haces para estar en forma?	What do you do to keep fit?
Juego al baloncesto.	I play basketball.
Juego al fútbol.	I play football.
Juego a la pelota vasca.	I play pelota (Basque ball game).
Juego al rugby.	I play rugby.
Juego al tenis.	I play tennis.
Hago artes marciales.	I do martial arts.
Hago atletismo.	I do athletics.
Hago baile.	I do dance.
Hago footing.	I go jogging.
Hago gimnasia.	I do gymnastics.
Hago natación.	I go swimming.
Juego al rugby los martes.	I play rugby on Tuesdays.
Hago gimnasia dos veces a la semana.	I do gymnastics twice a week.

Describe tu rutina diaria	Describe your daily routine
Me despierto.	I wake up.
Me levanto (enseguida).	I get up (straight away).
Me lavo los dientes.	I brush my teeth.
Me ducho.	I shower.
Me visto.	I get dressed.
Me acuesto.	I go to bed.
Desayuno.	I have breakfast.
Ceno.	I have dinner.
Voy a la piscina.	I go to the swimming pool.
Voy al trabajo.	I go to work.
Voy al gimnasio.	I go to the gym.
Entreno.	I exercise / train.
a las seis	at six o'clock
a las siete y cuarto	at quarter past seven
a las nueve y media	at half past nine
a las diez menos cuarto	at quarter to ten

¿Qué te duele?	What hurts (you)?
Me duele el brazo.	My arm hurts.
Me duele el estómago.	My stomach hurts.
Me duele el pie.	My foot hurts.
Me duele la cabeza.	My head hurts.
Me duele la espalda.	My back hurts.
Me duele la garganta.	My throat hurts.
Me duele la pierna.	My leg hurts.
Me duelen los dientes.	My teeth hurt.
Me duelen los oídos.	My ears hurt.
Me duelen los ojos.	My eyes hurt.

Palabras muy frecuentes	*High-frequency words*
casi	*almost / nearly*
cada	*each / every*
todo / toda / todos / todas	*all*
mucho / mucha / muchos / muchas	*a lot (of)*
primero	*first*
luego	*then*
después	*afterwards*
finalmente	*finally*
por lo general	*in general*
hasta	*until*
ahora	*now*
hoy	*today*
ayer	*yesterday*
anoche	*last night*
para	*(in order) to*
creo que	*I think / believe that*
por eso	*so / therefore*
sin embargo	*however*
donde	*where*

To revise this topic

SCAN ME

Consejos para estar en forma	Advice for keeping fit / in shape
Para estar en forma…	To keep fit / in shape…
Se debe…	You/One must / should…
beber agua frecuentemente	drink water frequently
comer más fruta y verduras	eat more fruit and vegetables
dormir ocho horas al día	sleep for eight hours a day
entrenar una hora al día	exercise for one hour a day
No se debe…	You/One must not / should not…
beber alcohol	drink alcohol
beber muchos refrescos	drink lots of fizzy drinks
comer comida basura	eat junk food
fumar	smoke
Soy adicto /adicta al /a la /a los/las	I am addicted to…
Voy a entrenar tres veces a la semana.	I am going to exercise three times a week.
No voy a beber muchos refrescos.	I am not going to drink lots of fizzy drinks.

Consejos para estar en forma	Advice for keeping fit / in shape
Para estar en forma…	To keep fit / in shape…
Se debe…	You/One must / should…
beber agua frecuentemente	drink water frequently
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comer comida basura	eat junk food
fumar	smoke
Soy adicto / adicta al / a la / a los / a las…	I am addicted to…
Voy a entrenar tres veces a la semana.	I am going to exercise three times a week.
No voy a beber muchos refrescos.	I am not going to drink lots of fizzy drinks.

¿Qué deporte prefieres?	*Which sport do you prefer?*
Prefiero jugar al baloncesto.	*I prefer to play basketball.*
Prefiero hacer baile.	*I prefer to do dance.*
Prefiero hacer natación.	*I prefer to go swimming.*
Prefiero los deportes de equipo.	*I prefer team sports.*
Prefiero los deportes individuales.	*I prefer individual sports.*
Es mi deporte favorito.	*It is my favourite sport.*

¿Qué tal estás?	*How are you?*
Estoy cansado / cansada.	*I am tired.*
Estoy enfermo / enferma.	*I am ill.*
Tengo catarro.	*I have a cold.*
Tengo tos.	*I have a cough.*

Year 9 Spring Term – World Conflict 1939-Present Pt.1

Lesson Content

- Preparing for War
- Early stages + Dunkirk
- The Battle of Britain
- What was the Blitz?
- The invasion of Russia
- The Holocaust
- America enters the War
- Turning the tide

Key dates

3rd September 1939	Britain declares war on Germany
10 May 1940:	Germans launch offensive in the West
27th May – 4th June	Evacuation of British and French troops from Dunkirk
12 August 1940	Battle of Britain begins
22 June 1941	Launching of Operation Barbarossa against the Soviet Union
7 December 1941	Attack on Pearl Harbor in Hawaii
4 June 1942	Battle of Midway
5 July 1943	Germans launch battle of Kursk

Key people

Neville Chamberlain	a British politician of the Conservative Party who served as Prime Minister of the United Kingdom from May 1937 to May 1940
Adolf Hitler	initiated World War II in Europe by invading Poland on 1 September 1939.
Winston Churchill	was Prime Minister of the United Kingdom from 1940 to 1945 during the Second World War
Joseph Stalin	Soviet politician who ruled the Soviet Union from the mid-1920s until his death in 1953
Heinrich Himmler	was one of the most powerful men in Nazi Germany and a main architect of the Holocaust.
Franklin D. Roosevelt	American politician who served as the 32nd president of the United States from 1933 until his death in 1945
William Halsey Jr	a fleet admiral in the United States Navy during World War II.
Bernard Montgomery	commanded the British Eighth Army from August 1942, through the Second Battle of El Alamein and on to the final Allied victory in Tunisia in May 1943.
Alan Turing	played a crucial role in cracking intercepted coded messages that enabled the Allies to defeat the Nazis in many crucial engagements, and in so doing helped win the war

Key Words - Glossary

evacuation	During the Second World War, many children living in big cities and towns were moved temporarily from their homes to places considered safer, usually out in the countryside.	**"scorched earth"**	a military strategy that aims to destroy anything that might be useful to the enemy.
rationing	the controlled distribution of scarce resources, goods, services, or an artificial restriction of demand.	**genocide**	the deliberate killing of a large number of people from a particular nation or ethnic group with the aim of destroying that nation or group.
blitzkrieg	a method of offensive warfare designed to strike a swift, focused blow at an enemy using mobile, maneuverable forces, including armored tanks and air support.	**eugenics**	the practice or advocacy of improving the human species by selectively mating people with specific desirable hereditary traits.
radar	a detection system that uses radio waves to determine the range, angle, or velocity of objects.	**crematoria**	a venue for the cremation of the dead
The Blitz	German bombing campaign against the United Kingdom in 1940 and 1941, during the Second World War.	**Zyklon B**	trade name of the hydrogen cyanide (prussic acid), used to murder approximately 1.1 million people in gas chambers installed at Auschwitz-Birkenau, and other extermination camps.
siren	a device that makes a loud prolonged signal or warning sound	**Pre-emptive**	a surprise attack launched with the stated intention of countering an anticipated enemy offensive
incendiaries	a bomb or device designed to start fires	**"The Western Allies"**	the countries that together opposed Germany and her allies during the Second World War (1939–1945).

Key resources:
www.tecchistoryks3.blogspot.com

Key Assessment: 50 minute assessment based on skills from Paper 1 GCSE History
Questions 6a – 8 or 9

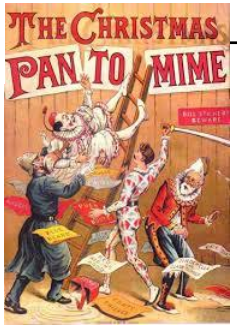
KNOWLEDGE ORGANISER

PANTOMIME

KS3
Spring 1

Origins of Pantomime

The origins of British Pantomime or Panto as it is affectionately known in the UK, probably date back to the middle ages, and blend the traditions of the Italian "Commedia dell' Arte, and the British Music hall to produce the art form that is Pantomime. "Commedia dell' Arte was a type of travelling street entertainment which came from Italy in the 16th century.
Commedia was a very physical type of theatre that used dance, music, tumbling, acrobatics and buffoonery. Commedia dell'Arte troupes had a repertoire of stories that they performed in fairgrounds and market places. Often the touring troupes were made up of family members who would inherit their characters, costumes, masks and stories from their parents or grandparents.



Audience Participation

Audience participation is an important part of pantomime. This can involve audience members shouting out and joining in songs. They can even be invited on stage to take part

Main Characters

Another element of "Traditional" pantomime is the "Principal boy" role [played by a female] although the role is that of a boy hero. The female playing the principal boy usually dresses in short, tight fitting skirts [the shorter and tighter the better] accompanied by knee-high leather boots and fishnet stockings.

FAIRY TALE CHARACTERS

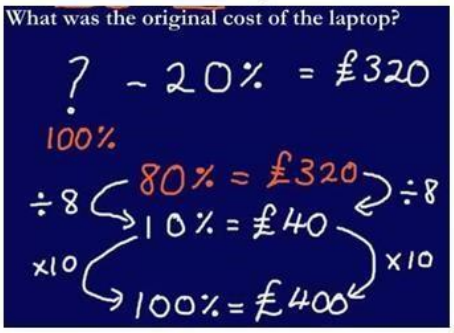
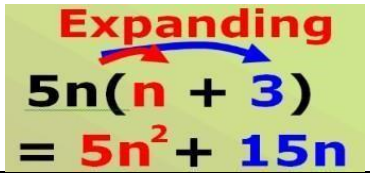
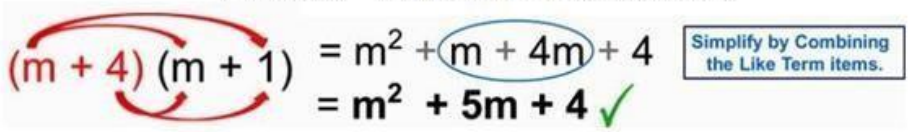
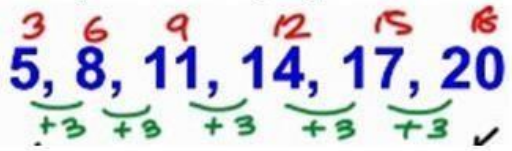
The Dame is played by a male member of the cast, dressed in drag; this character is usually portrayed as old, unattractive and fairly common, all qualities which she believes she is the exact opposite of! She befriends the two principals early in the story and is usually instrumental in all the good acts they perform in the course of the story; and quite often ends up "living happily ever after" either with the Principal Girl's kindly old widowed Father/Uncle/Guardian or with the ultimately-reformed Principal Baddie.

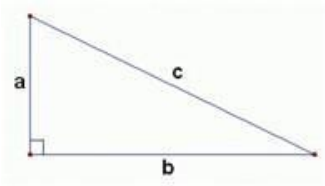
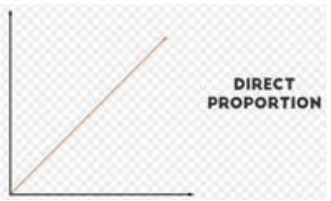
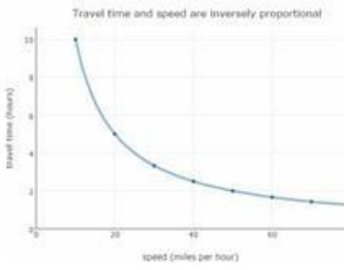
MAGIC

The fairy Queen and the Demon King appear in all pantomimes, although their exact guise and title may differ. From Old King Rat to modern Fairy Liquid, Peter Pan and Hook, names vary according to the location and topicality of shows, but certain stage directions nearly always hold strong. Good enters from stage right and Evil from stage left. This tradition of Evil entering from the sinister side goes back to the mystery plays and the few working star traps [through which the demon used to be projected in a puff of smoke] can always be found in the down stage left position. This tradition seems to echo medieval times, when the entrances to heaven and hell were placed on these sides. The story nearly always revolves around the tried and tested formula of good conquering evil. And requires the principal baddie to make all the innocent character's lives a misery, from the beginning. But by the end of the show, all the baddies and their henchmen will have either been destroyed, or be made to see they error of their ways and turn into reformed characters.

SLAPSTICK

Year 9 Spring 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 - Careers

Key Words

Career

Job

Opportunity

Mindset

Aspiration

Branding CV

Qualities

Positives

Negatives

Career versus job?

What is a job?

A job is work you perform to earn money to support your basic needs. It can be full-time or part-time and may be short-term. You might earn an hourly wage or a set pay check rather than a salary with benefits. You might need to learn certain skills connected with that role, but not all jobs require a specialised degree or advanced training.

Companies expect their employees to perform their individual jobs in exchange for regular payment and to be responsible for the duties laid out for them.

What is a career?

A career is a long-term professional journey you may determine based on your passions. It is the path you embark upon to fulfil your professional goals and ambitions. You may require a certain level of education or training to achieve these goals. Individuals pursuing careers often have set salaries with benefits such as stock options, retirement plans, pensions and bonuses.

Key Questions To Ask Yourself

What are my strengths?

What are my weaknesses?

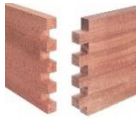
What do I enjoy learning?

How do I enjoy learning?

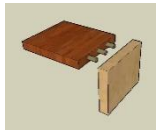
What GCSE subjects will I need in the future?

What do I need to get to my next stage?

Year 9 Resistant Materials Knowledge Organiser



Finger joint



Dowel joint

Lap Joint

Butt joint

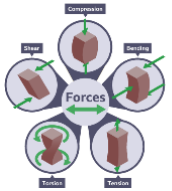
Norman Foster is an architect who specialises in glass and metal buildings such as The Gherkin and Millennium Bridge in London.

Sir James Dyson reinvented the vacuum cleaner to no longer need a bag. He famously prototyped thousands of designs before refining his cyclone-suction, bag-free design.

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



Machinery and Tools in the workshop

Tenon Saw: used for sawing straight lines in wood.

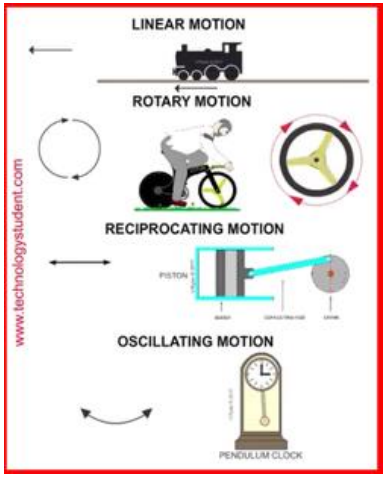
Chisel: used to shape wood. Can cut out sections

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.

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

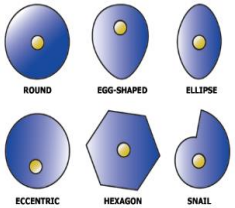
ecological footprint An analytical measurement of the amount of global resources used at each stage in a products lifecycle.

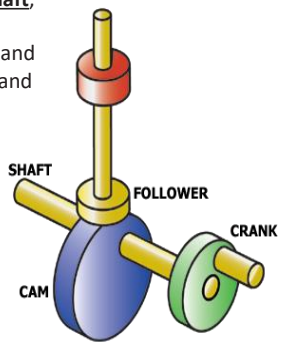
environmental design Designing products by ensuring minimal impact on the environment.

Cams and followers

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

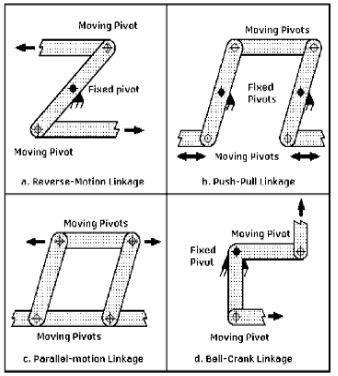
- a **cam** - attached to a **crankshaft**, which rotates
- a **follower** - touches the cam and follows the shape, moving up and down





Linkages

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



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.

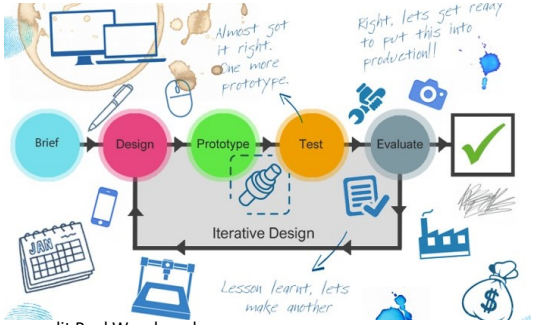


Image credit Paul Woodward

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:

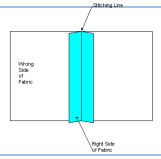
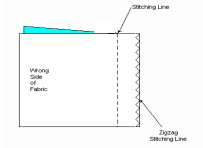
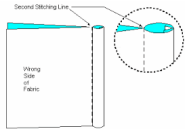
Technical Textiles are made to be functional e.g. Nomex is fire—resistant, Kevlar is strong, 3M Scotchlite is reflective.

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.

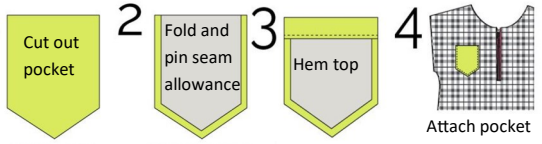
Stock forms are the standard ways of storing materials and components e.g. a reel of cotton, a roll of fabric.

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

Construction Technique	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

Y9 Art Weird and Wonderful

The four main areas in this project:

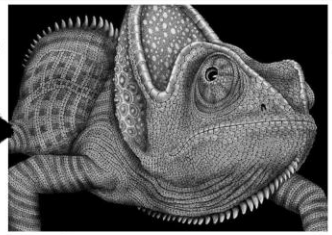
- Developing Ideas
- Refining Materials
- Recording Ideas
- Presenting Responses

You will develop skills in:

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

Artist Research

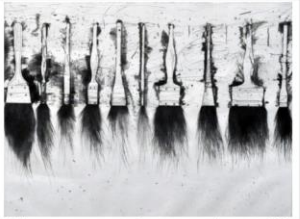
Tim Jeffs



An artist who works mainly in pen and ink focusing on the theme of animals.

https://timjeffsart.blogspot.com/

Jim Dine

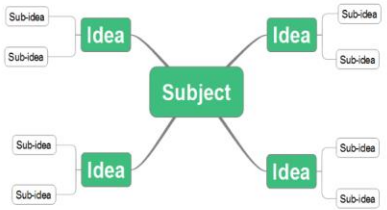


An artist who focuses on making objects look interesting.

https://www.youtube.com/watch?v=g1UjAyJOml4

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.



Media and Materials

Pencil	Watercolour	Collage	Fineliner	Mixed Media
Pen	Oil Pastel	Monoprint	Wax Resist	Polyprint
Ink	Coloured Pencil	Charcoal	Scraffito	Digital

Montage Page

A group of images based on a theme, carefully presented for idea development and to visualise your ideas of new and original designs.

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

Primary Sources

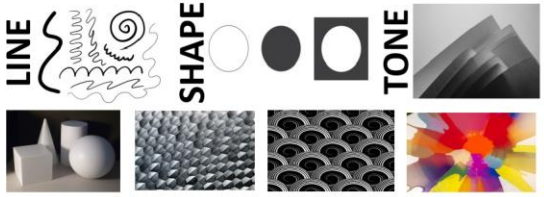
Photos that you take yourself to inspire your art work.

Secondary Sources

Photos that you use to inspire your artwork but they are taken by someone else.

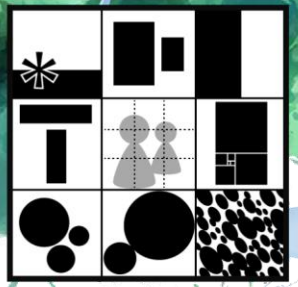
Visual Elements

The components that make up a piece of art.



Composition

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



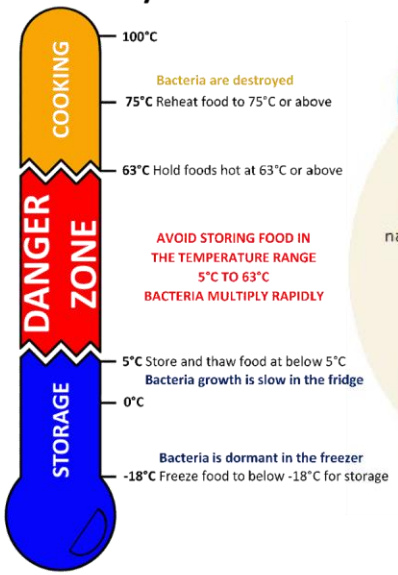
KEY WORDS

- Artist
- Idea
- Develop
- Refine
- Research
- Plan
- Create
- Background
- Foreground
- Light
- Dark
- Detail
- Proportion
- Outline
- Material
- Original
- Analysis
- Evaluate
- Express
- Response
- Inspire
- Layout
- Technique
- Mood
- Meaning
- Style
- Abstract
- Realistic
- Record
- Arrange
- Surreal

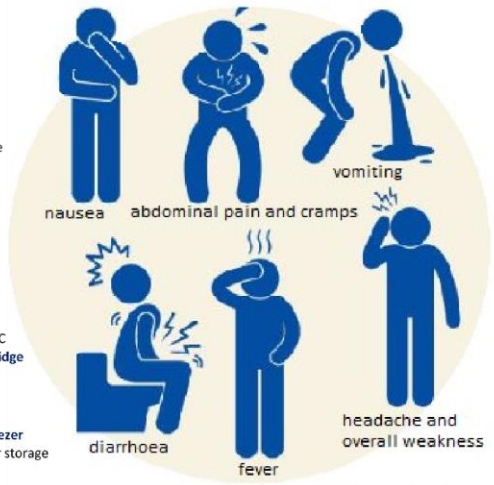
Year 9 - Lifestyle & Choice

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