

YEAR 9 — REASONING WITH NUMBER... Numbers

@whisto_maths

What do I need to be able to do?

- By the end of this unit you should be able to:
- Identify integers, real and rational numbers
 - Work with directed number
 - Solve problems with number
 - Find HCF/ LCM
 - Add/ Subtract fractions
 - Multiply/ Divide fractions
 - Write numbers in standard form

Keywords

- Integer:** a whole number that is positive or negative
Rational: a number that can be made by dividing two integers
Irrational: a number that cannot be made by dividing two integers
Inverse operation: the operation that reverses the action
Quotient: the result of a division
Product: the result of a multiplication
Multiples: found by multiplying any number by positive integers
Factor: integers that multiply together to get another number

Integers, real and rational numbers

Rational – root word: ratio

Real numbers: $\frac{2}{3}$ stems from 2 | $\frac{2}{3}$ of the whole

Irrational numbers: $\sqrt{2}$ the solution is a decimal that never ends and does not repeat

The square root of a negative is not a real number and cannot be found

HCF/LCM

1 is a common factor of all numbers

Common factors are factors two or more numbers share

HCF – Highest common factor

HCF of 18 and 30

18: 1, 2, 3, 6, 9, 18

30: 1, 2, 3, 5, 6, 10, 15, 30

HCF = 6

LCM – Lowest common multiple

LCM of 9 and 12

9: 9, 18, 27, 36, 45, 54

12: 12, 24, 36, 48, 60

LCM = 36

The first time their multiples match

Standard form

Any number between 1 and less than 10 $\rightarrow A \times 10^n$ \leftarrow Any integer

$6 \times 10^5 + 8 \times 10^5$

$= 600000 + 800000$
 $= 1400000$
 $= 1.4 \times 10^6$

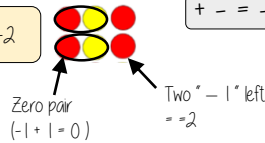
$(1.5 \times 10^5) \div (0.3 \times 10^3)$

$15 \div 0.3 \times 10^5 \div 10^3$
 $= 5 \times 10^2$

Directed number

Addition

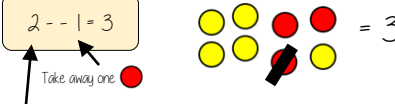
$2 + -4 = -2$



Subtraction

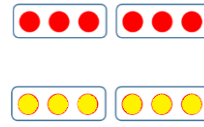


$2 - -1 = 3$



Start with the representation of 2

Multiplication



$-2 \times -3 = 6$

Divisions are the inverse operations



$a = 5$

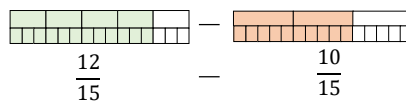
$b = -4$

Brackets around negative substitutions helps remove calculation errors

$2a - b = 2 \times 5 - (-4) = 10 + 4 = 14$

Addition/ Subtraction of fractions

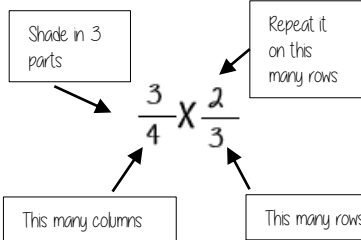
$\frac{4}{5} - \frac{2}{3}$



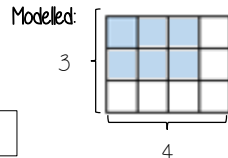
$= \frac{2}{15}$

Use equivalent fractions to find a common multiple for both denominators

Multiplication/ Division of fractions



$\frac{3}{4} \times \frac{2}{3} = \frac{6}{12}$



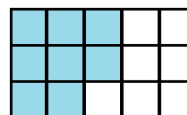
Remember to use reciprocals

$2 \div \frac{3}{4}$

$2 \times \frac{4}{3}$

Multiplying by a reciprocal gives the same outcome

Represented



$= \frac{8}{3}$

YEAR 9 — REASONING WITH NUMBER... Using Percentages

@whisto_maths

What do I need to be able to do?

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

- Use FDP equivalence
- Calculate percentage increase and decrease
- Express percentage change
- Solve reverse percentage problems
- Solve percentage problems (calculator and non calculator problems)

Keywords

- Percent:** parts per 100 — written using the % symbol
Decimal: a number in our base 10 number system. Numbers to the right of the decimal place are called decimals.
Fraction: a fraction represents how many parts of a whole value you have.
Equivalent: of equal value.
Reduce: to make smaller in value.
Growth: to increase/ to grow.
Integer: whole number, can be positive, negative or zero.
Invest: use money with the goal of it increasing in value over time (usually in a bank).
Multiplier: the number you are multiplying by.
Profit: the income take away any expenses/ costs.

FDP Equivalence

Percentage
100% = a whole = 100 hundredths

One Whole = 1

10 hundredths
10 out of 100
10%

One hundredth
(one whole split into 100 equal parts)

$$\frac{10}{100} = \frac{1}{10} = 0.10$$

ones	tenths	hundredths
	•	•

Converting FDP

70/100

This also means 70 - 100

70 out of 100 squares
70 "hundredths"
= 7 "tenths"
0.7

70 hundredths = 70%

Using a calculator

Convert to a decimal

× 100 converts to a percentage

Be careful of recurring decimals
eg $\frac{1}{3} = 0.3333333$
 $\frac{1}{3} = 0.\dot{3}$
The dot above the 3

Percentage Increase/ Decrease

Decrease

100%

42%

Decrease by 58%

Increase

100%

Increase by 12%

Multiplier Less than 1

$$100 - 0.58 = 0.42$$

Multiplier More than 1

$$100\% + 12\% = 112\%$$

$$100 + 0.12 = 1.12$$

Percentage change

I bought a phone for £200
A year later sold it for £125.

100%

£200

£125

Percentage loss

All values of change compare to the ORIGINAL value

$$\frac{75}{200} \times 100 = 37.5\%$$

Reverse Percentages

40% of my number is 16
What am I thinking of?

Original Number (100%)

16

40% = 16
10% = 4
100% = 40

140% of my number is 84.
What is the original number?

Original Number (100%)

84

140% = 84
10% = 6
100% = 60

Try to scale down to 10% or 1% and then scale back up to 100%

$$\frac{\text{Difference in values}}{\text{Original value}} \times 100$$

I bought a house for £180,000, I later sold it for £216,000.

100%

£180,000

Percentage profit

Money made (profit value)

$$\frac{36000}{180000} \times 100 = 20\%$$

YEAR 9 — REASONING WITH NUMBER... Maths & Money

@whisto_maths

What do I need to be able to do?

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

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

Keywords

- Credit:** money being placed into a bank account
Debit: money that leaves a bank account
Balance: the amount of money in a bank account
Expense: a cost/ outgoing
Deposit: an initial payment (often a way of securing an item you will later pay for)
Multiplier: a number you are multiplying by (Multiplier more than 1 = increasing, less than 1 = decreasing)
Per Annum: each year
Currency: the type of money a country uses
Unitary: one — the cost of one.

Bills and Bank Statements

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

Some can include a total
 Look for different units
 (Is it in pence or pounds)

Menu	Price
Milk	89p
Tea	£1.50

Bank Statements

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

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

Simple Interest

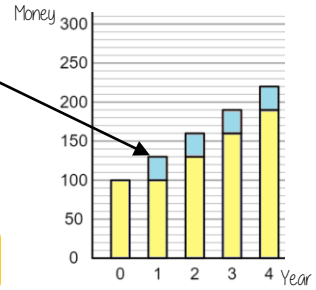
For each year of investment the interest remains the same

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

Principal amount is the amount invested in the account
 e.g Invest £100 at 30% simple interest for 4 years

$$\frac{100 \times 30 \times 4}{100} = £120$$

This account earned **£120** interest.
 At the end of year 4 they have **£220**



Compound Interest

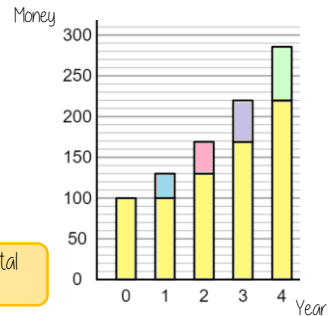
Interest is added to the current value of investment at the end of each year so the next year's interest is greater.

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

e.g Invest £100 at 30% compound interest for 4 years

$$100 \times 1.3^4 = £285.61$$

This account has **£285.61** in total at the end of the 4 years.



Value Added Tax (VAT)

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

Essential items such as food do not include VAT.

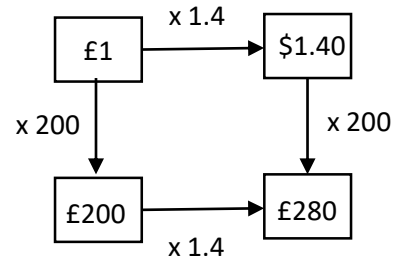
Wages and Taxes

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

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

Over time:
 Time and a half — means 1.5 times their hourly rate
 Double — 2 times their hourly rate

Exchange Rates



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

Use inverse operations to reverse the exchange process

Common Currencies

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

Unit Pricing

4 Oranges £1	5 cupcakes £1.20
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$$\begin{array}{l} 4 = £1.00 \\ 2 = £0.50 \\ 1 = £0.25 \end{array} \left. \begin{array}{l} \div 2 \\ \div 2 \end{array} \right\} \begin{array}{l} 5 = £1.20 \\ 1 = £0.20 \end{array}$$

Cost per Unit

To calculate unit per cost you divide by the cost.

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

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

Year 9 Science Summer Term – Sound Waves

Key Vocabulary:

1	Perpendicular	at an angle of 90° to a given line, plane, or surface or to the ground.
2	Frequency	The number of waves that pass a point each second. The unit is Hertz (Hz)
3	Period	The length of time it takes one wave to pass a given point. The unit is seconds (s)
4	Wavelength	the distance from one point on one wave to the identical point on the next wave. The unit is metres (m)
5	Amplitude	the maximum distance of a point on the wave from its rest position
6	Ultrasound	Ultrasound is produced by high frequency vibrations beyond the range of human hearing. The frequency of ultrasound is therefore greater than 20,000 hertz.
7	Seismic	Shock waves travelling through the Earth, usually caused by an earthquake. There are two types of seismic waves: P-waves, which are longitudinal waves S-waves, which are transverse waves

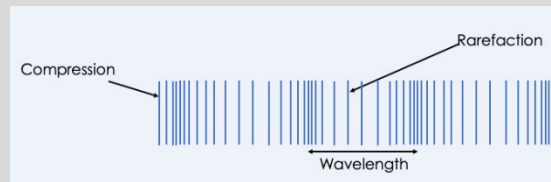
Properties of waves

8

Waves transfer energy
There are two types of wave;
Longitudinal:
And Transverse:

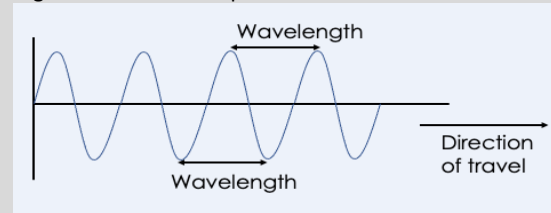
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Longitudinal waves have oscillations parallel to the direction of energy transfer. Longitudinal waves show areas of compression and rarefaction. E..g. Sound Waves



10

Transverse waves have oscillations perpendicular to the direction of energy transfer
A light wave is an example of a transverse wave



11

The velocity of a wave is the speed in the direction the wave is travelling
The equation that links velocity of a wave, displacement of a wave and time is;
 $Velocity = displacement/time$
The equation that links velocity of a wave, frequency and wavelength is:
 $Velocity = frequency \times wavelength$

12

Waves can be reflected or refracted

Investigating reflection and refraction

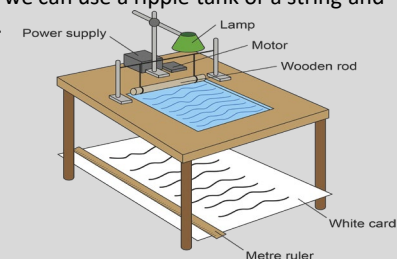
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The method for investigating reflection and refraction is;

- Use the ruler to draw a straight line near the middle of the A3 paper.
- Use the protractor to draw the normal at right angles to the first line
- Place the first transparent block against the ruler line and draw around it.
- Place the slit (and lens if required) into the ray box and switch on the power.
- Direct the ray of light at an angle at the point where the normal line meets the block.
- You should observe incoming and outgoing rays. Mark these with crosses.
- Switch off the ray box and join up the crosses to make three straight lines. Then label these.
- Measure the angles of incidence, reflection, and refraction with the protractor and record these.

14

To investigate waves we can use a ripple tank or a string and frequency generator.



15

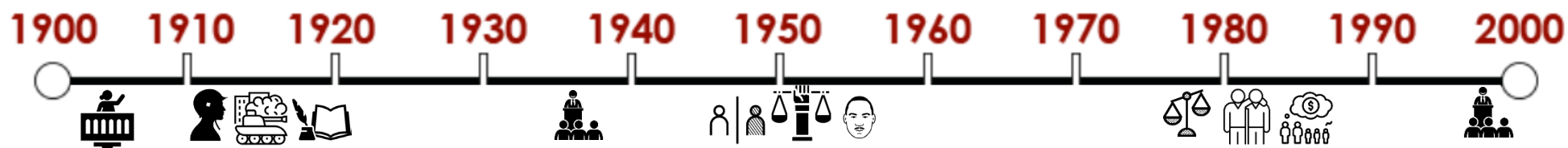
Waves can be absorbed, reflected or transmitted at the boundary between materials

16

Ultrasound waves are partially reflected at the boundary between two materials. The time taken to reach a detector can determine how far away an object is

17

Ultrasound can be used for seeing unborn babies, finding cracks in pipes and finding how far away underwater objects are.



Adjective:	A word which describes a noun
Adverb:	A word which describes a verb
Analytical Verb:	Language to use in your analysis: the writer <i>suggests</i> / <i>indicates</i> / <i>implies</i> / <i>emphasises</i>
Anaphora:	Repetition of the same phrase at the beginning of two or more sentence or clauses
Audience:	Who the text is specifically aimed at
Authorial Intent:	The writer's goals or ambitions for how readers will respond and react to the text
Connotations:	The links or associations you have with a word
Cyclical Structure:	When the end of a text mirrors or is similar to the beginning of the text
Epiphora:	Repetition of the same phrase at the end of two or more sentence or clauses
Ethos:	A persuasive device: the use of your character, credibility and experience to persuade someone
Exclamatory:	A sentence ending in an exclamation mark
Imperative:	A word or sentence giving an instruction or a command
Juxtaposition:	Opposing or contrasting ideas nearby each other in a text
Logos:	A persuasive device: the use of logic or facts to persuade someone
Metaphor:	Figurative language: making a comparison saying something <i>is</i> something else (e.g. the moon is a ship in the sky)
Noun:	The name of a person, place or thing (concrete noun: something you can see/touch; abstract noun: an idea/feeling)
Pararhyme:	A half rhyme, where the vowels don't rhyme but the rest of the word does (e.g. 'killed' and 'cold')
Pathos:	A persuasive device: the use of feelings or emotion to persuade someone
Personification:	Giving an object or thing human qualities
Pronoun:	A word which replaces a noun (e.g. I, she, he, it, they, we, you)
Purpose:	Why the text has been written; links to authorial intent
Refrain:	A repeated line in poetry, often repeated at the same point in each stanza
Rhetoric:	The art of crafting language to create a powerful effect
Simile:	Figurative language: making a comparison by saying something <i>is like</i> something else (e.g. the stars are <i>like</i> diamonds)
Stanza:	The term for each section (like a verse/paragraph) in a poem
Tone:	The mood or emotion of the text
Verb:	An action or a doing word

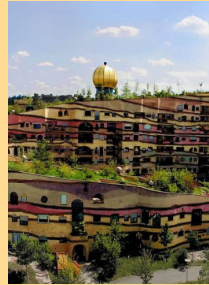
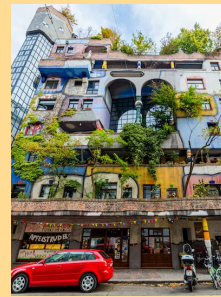
Antoni Gaudi

Antoni Gaudi was an architect born in 1852. His works can be found in Barcelona, Spain. His building designs are inspired by nature. His masterpiece La Sagrada Familia will be completed in 2026, 100 years after his death. Many of Gaudi's buildings have Art Nouveau elements of design, for example Casa Batllo.



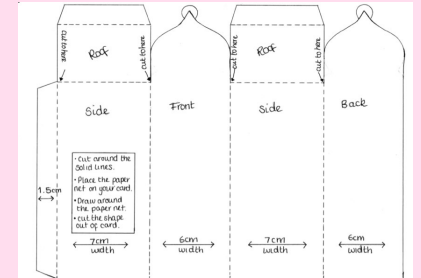
Friedensreich Hundertwasser

Hundertwasser was an Austrian artist and architect who spent his whole career championing the curve of organic nature against the straight line. His buildings can be found in Austria and Germany. Hundertwasser was an environmental artist and used foliage to cover the roofs of buildings. Several trees grow from inside the rooms and out of windows.

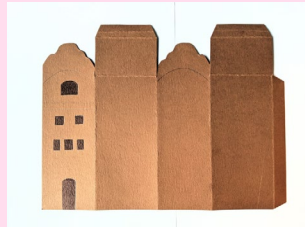


Making a Building Sculpture

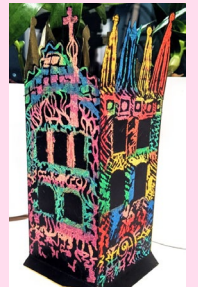
Step 1 – Draw your chosen net onto cardboard which when folded will create a 3D model of a building.



Step 2 - Add windows and doors to your cardboard net.



Step 3 – Using oil pastels, decorate the front, and one of the sides of your sculpture with the sgraffito technique. The patterns should be inspired by Gaudi or Hundertwasser.



Step 4 – Decorate the back of your cardboard net using Posca paint pens. Use organic shapes and patterns inspired by Natural Forms.



Step 5 - Add Graffiti lettering to the side of your sculpture using Posca pens. Add finishing touches such as a tiled roof and bricks.



Keywords

Architecture - The profession of designing buildings and open areas, usually with some regard to aesthetic effect.

Natural Form – An object in nature in its original form, such as leaves.

Organic– Associated with natural things like plants. Flowing and not angular or straight.

Line – Defines shape, the outer edge of something.

Mixed Media – The use of two or more medias mixed together, like using watercolour and fine liner.

Art Nouveau – A movement that combines art and nature. It is characterized by its use of long, curved and organic lines often seen in architecture.

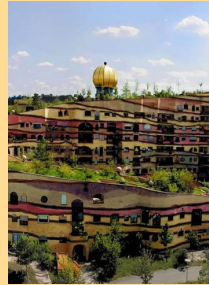
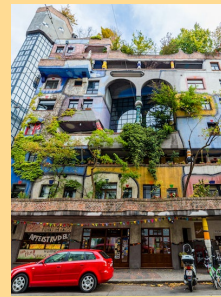
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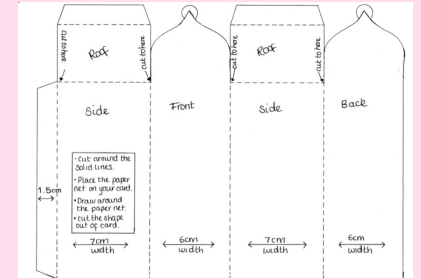
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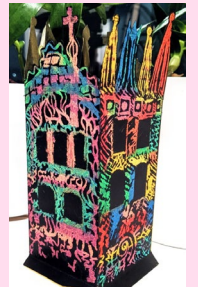
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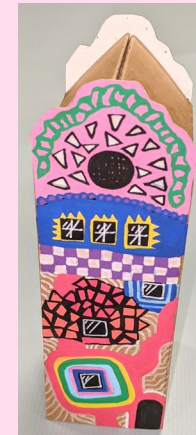
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Year 9 HT4 Drama Knowledge Organiser

Summary of topic

Using documentary verbatim process drama, I will explore the tragic killing of Rhys Jones, Yousef Makki and the case studies surrounding the tragedies. I will focus on Gang Culture and Gun Crime.

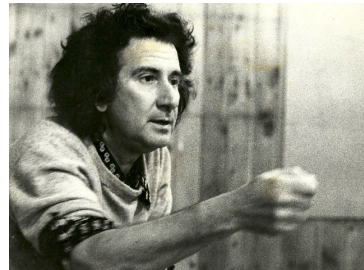
Aims of the topic

To understand the reasons that Crime & Gang culture are prominent in society and begin exploring Boal Theatre

DRAMA

Key Words

- Reportage
- Stimuli
- Process drama
- Improvisation
- Case studies
- Theatre of the Oppressed
- Boal
- Narration



Crime & Gang Culture Y9 Knowledge Organiser



Skills & Definitions

- Documentary Verbatim** – Factual stories to base a performance on
- Naturalism** – Naturalistic and realistic acting or performing
- Process Drama** – Learning whilst performing a role
- Reportage** – News based performance

Assessment & Performance Tips

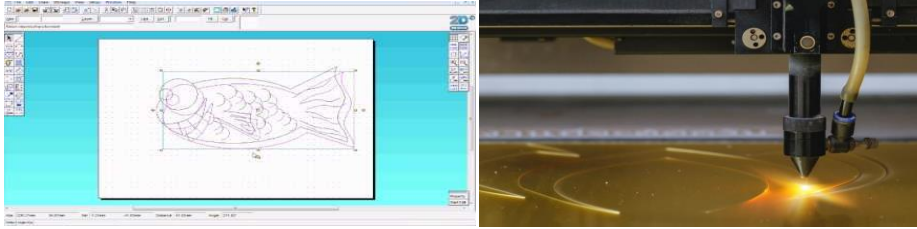
Students will perform a physical theatre inspired piece from key scenes from the text.

- Face the audience at all times
- Speak loud and clear so everyone can hear you
- Try not to laugh and stay focused
- Bring props and costume in to enhance your character
- Use a range of physical theatre skills.
 - Learn your lines.
- Practice the actions at the same time.
 - Think about lighting choices.

Year 9 Design Knowledge Organiser

CAD / CAM

CAD and CAM are a really important part of designing products and manufacturing them. They're used in lots of different industries from food packing to component manufacture.



CAD

Using computers to create/draw/present designs. E.g. 2D Design or Tinkercad. Accurate, easy to adapt/ share/ copy, links to CAM, fast global communication

CAM

Using computers to cut, print, paint, assemble or package products. E.g. robotics, LASER cutters, lathes, 3D printers, CNC milling machines, knitting machines. Accurate and fast mass production, lower product cost.

Pewter



Pewter is a traditional low-temperature metal (casting material 170°C - 230 °C).

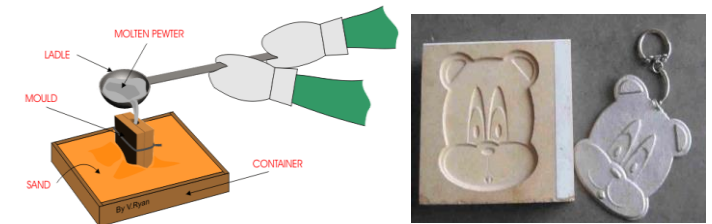
It is used to make everything from jewellery to goblets.

Pewter is an alloyed metal made primarily from tin (tin 91%, antimony 7.5% & copper 1.5%)

Pewter is grey in colour and was traditionally used to make plates and beer tankards.

Pewter is 100% recyclable.

Casting



Casting is a manufacturing process in which a liquid material is usually poured into a mould, which contains a hollow cavity of the desired shape.

Casting can be used to mass produce lots of identical products. Engine blocks are cast so that they are very strong and durable.

Health and Safety



Long hair must be tied back



Wear goggles



Protective apron must be worn

Junior Hacksaw



Junior hacksaws are commonly used for cutting through metal pipes or plastic tubing. The blade of a junior hacksaw can be used for more precise cutting or for applications that require a neater finish.

MDF



Medium-density fibreboard (MDF) is made from pulverized wood fibres blended with resins and pressed into sheets under temperature and pressure. MDF is generally denser than plywood.

Bradawl

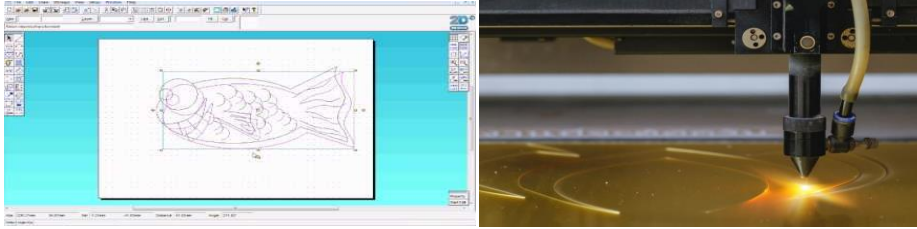


A bradawl is a woodworking hand tool with a blade similar to that of a straight screwdriver and a handle typically made from wood or plastic.

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Pewter



Pewter is a traditional low-temperature metal (casting material 170°C - 230 °C).

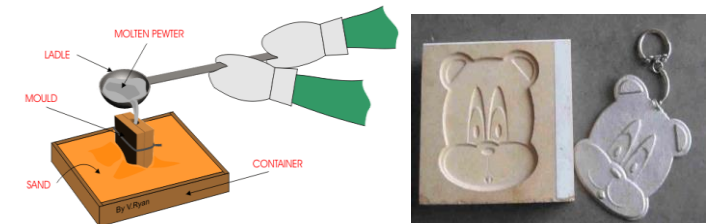
It is used to make everything from jewellery to goblets.

Pewter is an alloyed metal made primarily from tin (tin 91%, antimony 7.5% & copper 1.5%)

Pewter is grey in colour and was traditionally used to make plates and beer tankards.

Pewter is 100% recyclable.

Casting



Casting is a manufacturing process in which a liquid material is usually poured into a mould, which contains a hollow cavity of the desired shape.

Casting can be used to mass produce lots of identical products. Engine blocks are cast so that they are very strong and durable.

Health and Safety



Long hair
must be tied
back



Wear
goggles



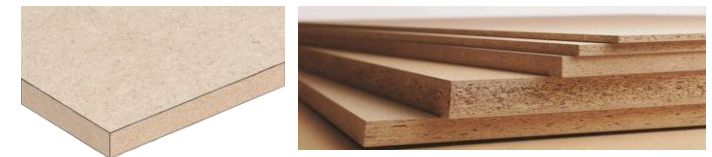
Protective
apron
must be worn

Junior Hacksaw



Junior hacksaws are commonly used for cutting through metal pipes or plastic tubing. The blade of a junior hacksaw can be used for more precise cutting or for applications that require a neater finish.

MDF



Medium-density fibreboard (MDF) is made from pulverized wood fibres blended with resins and pressed into sheets under temperature and pressure. MDF is generally denser than plywood.

Bradawl



A bradawl is a woodworking hand tool with a blade similar to that of a straight screwdriver and a handle typically made from wood or plastic.

Year 9 Music Topic Overview

Topic – Legends (One)	HT4	
<p>In this topic students will learn about three legendary artists in pop music. Pupils will learn the significance of these artists, their stylistic traits and their impact on popular music. They will listen to and appraise key recordings by these artists. They will also play major works by these performers on the keyboard, individually and then in pairs.</p>		
<p>Students know</p>	1. How these artists shaped modern pop music	
	2. The stylistic traits of these artists	
	3. How chords and melodies can be combined	
<p>Students can spell and define</p>	1. Genre	2. Influence
	3. Legendary	4. Traits
	5. Artist	6. Impact
	7. Manager	8. Keyboard
<p>Students can</p>	<ul style="list-style-type: none"> Recall facts about performers and answer questions about their style and impact. 	
	<ul style="list-style-type: none"> Identify key listening features aurally, based on given extracts by the performers studied (GCSE-style questions). 	

My grade for this unit:

RAMP:

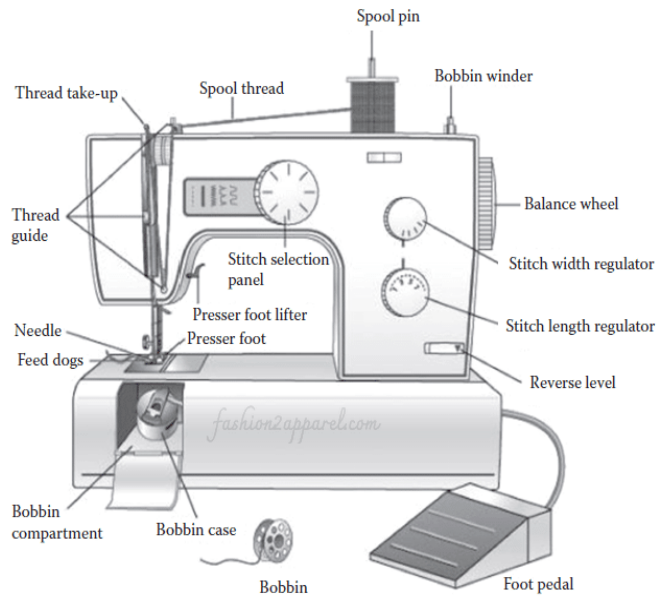
During this unit I RAMPed my work by

KS3

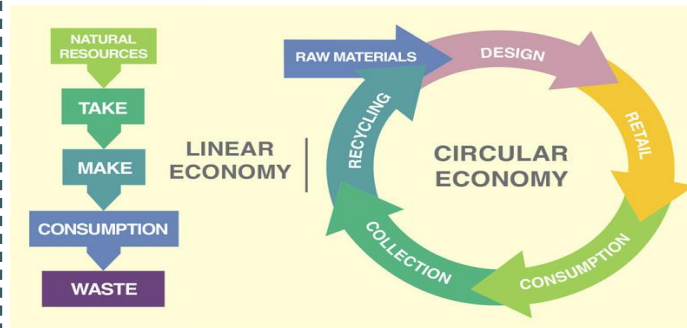


Year 9 Textiles Knowledge Organiser

Sewing Machine



Sustainability



Sustainable textiles refers to fabrics derived from eco-friendly resources, such as sustainably grown fibre crops or recycled materials.

Sustainable textiles includes the use of second-hand retail repair and often utilizes upcycling and recycling of clothing. It also refers to how these fabrics are made.

Hems



Hems lie at the end of a piece of cloth, where the fabric has been folded and sewn into place to prevent the material from fraying or losing its shape.

Decorative Textile Techniques



Embroidery



Marbling

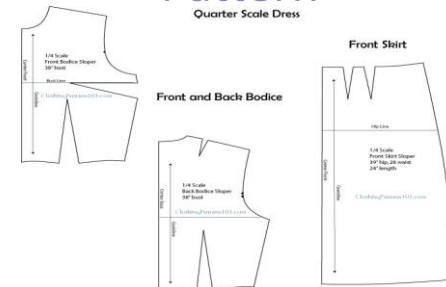


Appliqué



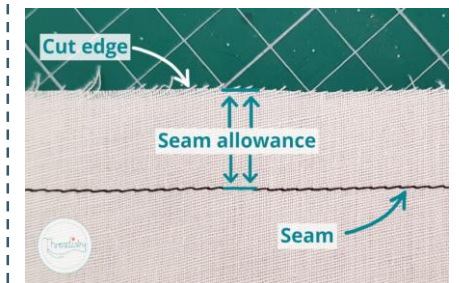
Fabric Manipulation

Pattern



A pattern is the template from which the parts of a garment are traced onto woven or knitted fabrics before being cut out and assembled. Deconstructing an existing garment can provide you with a template to base your own pattern on.

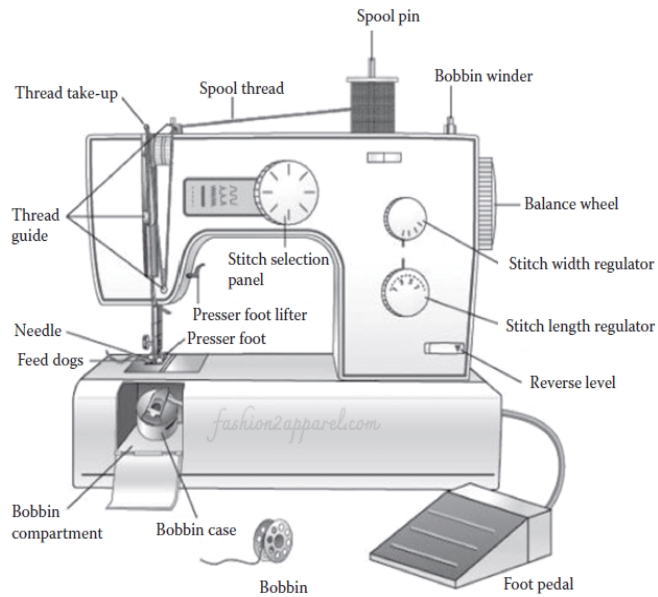
Seam Allowance



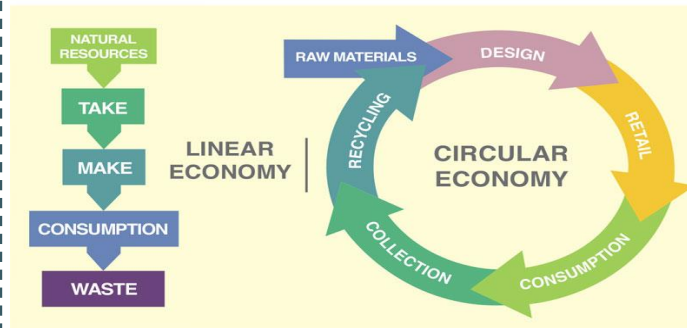
Seam allowance is the distance from the raw edge of the fabric to the seamline (or seam stitch line). Seam allowance allows for the formation of all seams by providing excess fabric for efficiently stitching a seam together.

Year 9 Textiles Knowledge Organiser

Sewing Machine



Sustainability



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Decorative Textile Techniques



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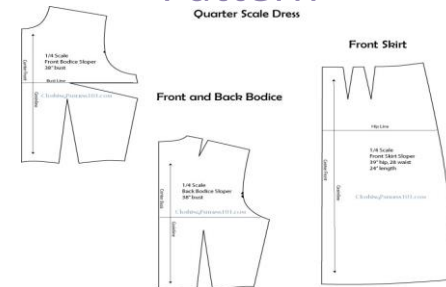


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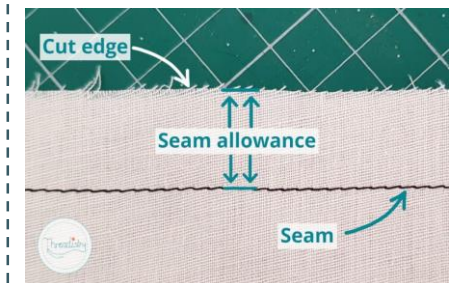
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Year 9 PE Knowledge Organiser- Badminton

Key Words	Description	Coaching Points
Drive	A fast and flat shot that travels horizontally over the net. It can be played on both forehand and backhand sides. The drive is an attacking shot that is usually played from the sides of the court when the shuttle has fallen too low for it to be returned with a smash.	Forehand : Use Panhandle grip. Backhand : Use the traditional backhand grip. The drive is a simple shot to learn because it doesn't require a lot of movement. A drive is nothing more than a quick flick of the wrist with your forearm providing force and guidance. Make sure you hit the shuttlecock as soon as you can. This means that if a shot is coming straight at you, take a step forward as you hit it to provide extra power. Also, the sooner you return a shot, the less time your opponent has to react.
Flick Serve	The flick serve is also played upward but much more shallowly than the high serve. Idea is to deprive the opponent of time and force them to hit shuttle when it is behind their body. Flick serves are used more frequently in doubles.	Appear as though you are performing a low serve. Then as you are bringing your racket head forward increase the speed and angle of trajectory.
Drive Serve	The drive serve is played fast and flat towards the receivers back court, passing low over the net. Idea is to force a mishit of your opponent by catching them unaware. The drive serve is a gamble because if your opponent reacts fast you are likely to lose point as you will be out of position / unable to respond to shot. As a result professional players will very rarely use this serve. Drive serves are favoured more in doubles than singles due to the opponent generally standing nearer the net.	Use a short sharp swing with a rebound action, stop racket head after impact. Tighten grip on racket to achieve more power.

Forehand Drive



Effects of exercise

Short term	Long term
Rise in muscle temperature Blood temperature rises The blood vessels near the skin open to allow heat to be lost	Muscles get bigger (Hypertrophy) Increased number of capillaries in muscles Increased oxygen delivered to and carbon dioxide removed from the body

Components of fitness

Component of fitness	Definition	Example of use in the game
Reaction Time	How fast a person can respond to a stimuli.	Players will need good reactions to respond to a smash to successfully return it.
Speed	Is the maximum rate at which an individual is able to perform a movement or cover a distance in a period of time.	Speed is needed to quickly move around the court and return the shuttle. Especially when responding to clears and drop shots.



Year 8 PE Knowledge Organiser- Orienteering

The main aim of orienteering is to complete the set course by finding control markers in the correct order in the shortest time.

Skills and Techniques

Orienteering is a sport that require **navigational skills** using a **map and compass** to **navigate** from point to point in **diverse** and often unfamiliar **terrain** whilst moving at **speed**. Participants are given a **topographical map**, usually a specially prepared orienteering map, which they use to find **control points**.

Running activities: All lessons start with running activities to encourage pace and speed. Cardiovascular fitness is required over different types of terrain.

Observing surroundings: Look at your surroundings (playground/ cage/ grass areas/ tree) and identify key features that help you find your precise location. You need to observe your surroundings before looking for markings on a map.

Orientating a Map. You need to orientate your map (move it) to line up with the key features on the ground and check it is the correct way round to the direction you are facing.

Directions: - understand the Cardinal Markers – North, South, East and West and their relation to features on the ground and to places beyond the school site.

Map Reading – Recognise symbols on a map, be able to use a key to recognise symbols and colours on an orienteering map.

Human features: Know that a human feature is influenced by man (buildings, benches, fences, walls)

Physical Features: Know that a physical feature is natural (rivers, beaches, hills, forests)

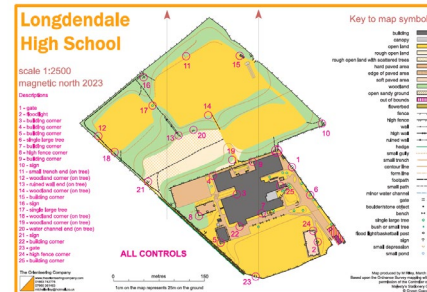
Tactics

A key tactic to use is pace. You must make sure that you don't sprint off too quickly without orientating yourself and your map. You need to be able to keep a steady pace up all the way round the course.

You need to be able to orientate your map quickly by finding key features on the ground and then lining yourself and your map up to face the same direction. Each time you change direction whilst you are running you should change your grip on the map so that the map is re-orientated and remains facing the same direction as the features on the ground.

Star exercises: In a start exercise you have to run out from a central start point to a control and remember the answer on the control marker, if you are in a team you should each remember a different answer if you have to run to more than one control marker.

Courses, sometimes you will be given more than one control to find at a time which makes up a course. You may do a different course to another team and as it's a race you should not shout out your answers.

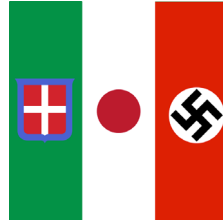


Year 9 History Term 1 Knowledge Organiser: World War Two

World War II, also called the Second World War. A conflict that involved virtually every part of the world during the years 1939–45. The map below shows the number of countries involved.

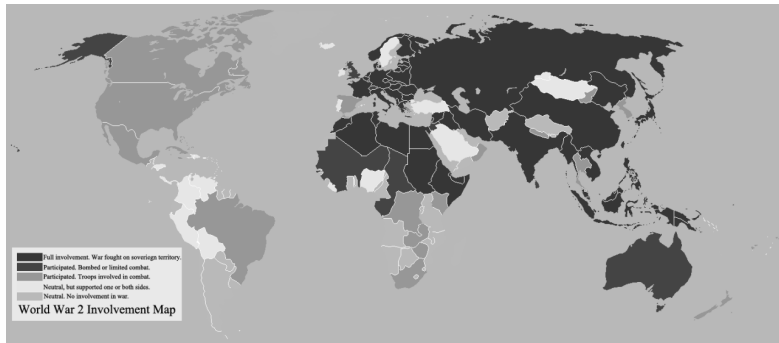
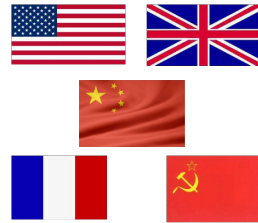
Axis/Central Powers

Germany
Italy
Japan



Allies/Allied Powers

Great Britain
France
Soviet Union
USA from 1941
China



APPEASEMENT	Giving people what they want to prevent them from harming you.
ARMISTICE	An agreement between two countries or groups at war to stop fighting.
BATTLE	Military fight between two opposing military forces.
BLITZKREIG	German tactic of huge, powerful and speedy attacks. Translates to "Lightning war".
CHRONOLGY	The ordering of events in the date order they occurred.
EASTERN FRONT	Battles that take place to the east of Germany.
EVACUATION	Removal of vulnerable people from cities and towns.
HOMEFRONT	The people who stay in a country and work while the soldiers are fighting.
INVASION	When an army or country uses force to enter and take control of another country
LUFTWAFFE	The German Air Force.
RAF	Royal Air Force – Britain's Air Force.
RATIONING	Limiting the amount of supplies (food, fuel, clothes) in times of dire need.
REPERATIONS	To treat someone unfairly or cruelly over a long period of time because of their race, religion, or political belief.
TOTAL WAR	A war that is unrestricted in terms of the weapons used, the land,, or the people involved.
TURNING POINT	A point at which a significant change occurs.
ULTIMATUM	A final demand, the rejection of which will result in retaliation or a breakdown in relations.

TIMELINE OF WORLD WAR TWO

Britain follow the policy of appeasement.
1935-39

Hitler Invades Poland. Britain declares war/
1939

Evacuation of British troops from Dunkirk
1940

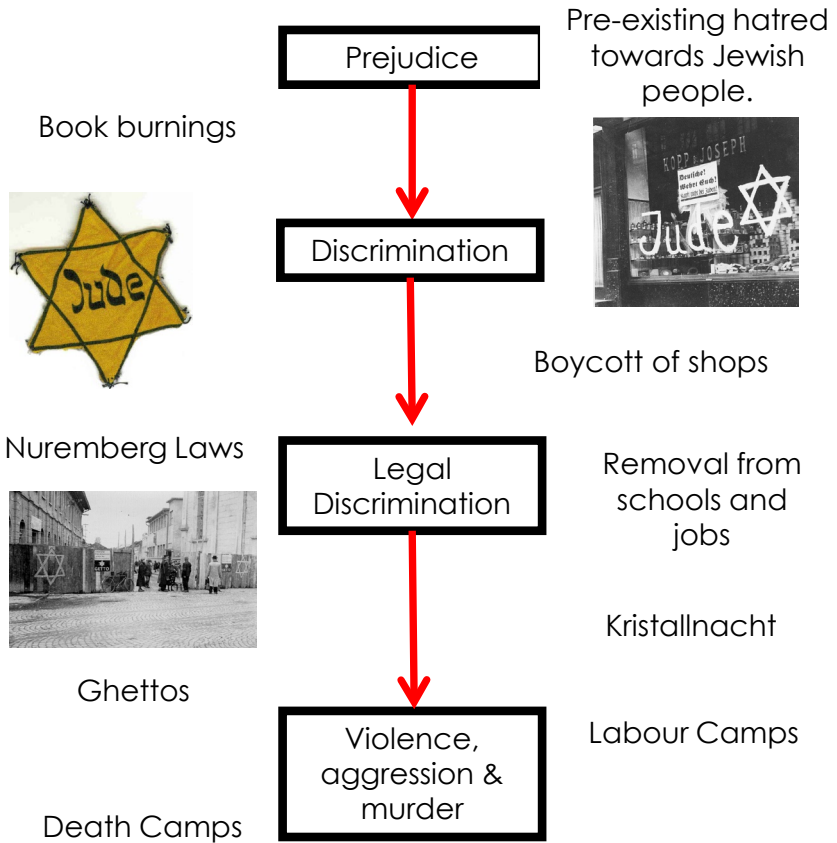
The Battle of El Alamein. Germany forced from Africa/
1942

D-Day. The Allies invade German controlled France
1944

Germany surrender to the Allies.
1945

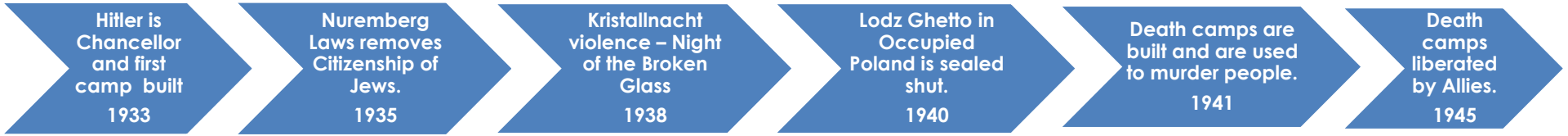
Year 9 History Term 2 Knowledge Organiser: The Holocaust

The Holocaust was the mass murder of Jews under the German Nazi regime from 1941-1945. More than 6 million Jews along with other persecuted groups were systematically murdered.



ANTISEMITISM	Prejudice against Jews in either words or actions.
SYNAGOGUE	A building in which Jewish people worship and study their religion.
STEREOTYPES	A well-known idea or image of a person or idea that is held by a number of people
PROPAGANDA	A way of controlling the public attitudes.
PERSECUTE	To treat someone unfairly or cruelly over a long period of time because of their race, religion, or political belief.
UBERMENSCHEN	The Nazi's used this word for the Master Race. Meaning racially pure and of high standings. Also means Superhuman.
UNTERMENSCHEN	Nazis used this word. A person considered racially or socially inferior. Also means sub-human.
GHETTO	Walled of part of a city where Jews were forcibly moved too and forced to stay in.
GENOCIDE	To murder an entire race of people.
FINAL SOLUTION	The plan by the Nazis to murder every European Jew during World War Two.
CONCENTRATION CAMP	A place where people are concentrated and imprisoned without trial. Could also be called a labour camp.
DEATH CAMPS or EXTERMINATION CAMPS	The aim was to murder and completely destroy all the people in the camp.
SHOAH	Means 'calamity' in Hebrew. Jewish name for the Holocaust.
LIBERATION	The act or process of freeing a country or a person from the control of somebody else.

TIMELINE OF THE HOLOCAUST



Year 9 BTEC Dance Subject Term Knowledge Organiser

Component 1- Exploring the Performing Arts Jazz Dance

Students will gain a practical appreciation of practitioners' work in using existing performance material in dance and learn how they may respond to or treat a particular theme or issue, how they use/interpret/modify a pre-existing style, and how they communicate ideas to their audience through stylistic qualities.

Christopher Bruce - choreographer

Christopher Bruce's interest in varied forms of choreography developed early in his career from his own exposure to classical, contemporary and popular dance.

- Bruce's father who introduced him to dance, believing it could provide a useful career and would help strengthen his legs, damaged by polio.
- His early training, at the Benson Stage Academy, Scarborough, included ballet, tap and acrobatic dancing - all elements which have emerged in his choreography.
- At the age of thirteen he attended the Ballet Rambert School and Rambert has provided the most consistent umbrella for his work since.

Overview of key features:



Bruce embraces both a classical and contemporary movement vocabulary. The style draws on both his ballet and Graham technique training and he uses the long extended lines of ballet but with off balance tilts and attitudes. Balletic movements such as arabesques, attitudes and jetés combine with the low centre of gravity, a spiralling torso and use of off-balance from contemporary dance. He makes use of weight and the floor in deep plies and lunges.

Subject Matter

Bruce's work often contains an autobiographical element. Rooster (1991) the lifestyle he remembered from the 1960s. A number of works, particularly those choreographed while his own family was growing up, such as Ghost Dances (1981), reflect his love of children e.g. peasant boy arms outstretched like an aeroplane whilst he pivots in a circle.

- There is an unusual level of political, social and ecological awareness in Bruce's choice of subject. Ghost Dances (1981) and Swansong (1987) are concerned with political oppression.

Christopher Bruce's choreography for Swansong incorporates a variety of dance styles, including contemporary, ballet, jazz, tap and ballroom. The inclusion of 'folk' styles is a typical feature of Bruce's choreography and can be seen particularly in Ghost Dances and Sergeant Early's Dream (1984).

In Swansong balletic movements, such as arabesques, attitudes and jetés combine with the low centre of gravity, spiralling torso and use of off-balance from contemporary dance to create a lyrical feel for the victim's solos.

Counter Balance

Counterbalance: A weight which balances another weight. In dance, it usually refers to one or more dancers combining their weight in stillness or in action to achieve a movement or design which is inter-dependent.

Contact improvisation is a form of improvised dancing that has been developing internationally since 1972. It involves the exploration of one's body in relationship to others by using the fundamentals of sharing weight, touch, and movement awareness.



Year 9 Subject Term Knowledge Organiser: Business Studies

Topic 1.1 Enterprise and Entrepreneurship

An Entrepreneur

Someone that has a business idea and then takes the risk to start their own business.

Famous Entrepreneurs

- Steve Jobs – Apple
- Mark Zuckerberg – Facebook
- Kylie Jenner – Kylie Cosmetics
- Richard Branson – Virgin

Key Words

Independence = making your own decisions

Lack of security = not having enough money to pay your bills

Gap in the market = no competition

Obsolete = no one wants it anymore

Ways an entrepreneur might identify a new business idea?

- original ideas – *completely new idea*
- adapting existing products/services/ideas – *make it better*

An original idea

- + no competition = can charge a higher price
- Expensive to create as will have to do research to see if people want the idea

Adapt an existing idea

- + You know that people already like it
- Not original so you have competition

What is a Dynamic Business?

A business that responds to what customers want

Why new business ideas come about:

- changes in technology
- changes in what consumers want
- products and services becoming obsolete (don't need it anymore e.g. CD player).

Why must a business be dynamic?

To keep customers happy = so they won't go to competitors = more repeat purchase = more sales and Profit

Why must a business keep up with changes in consumer demand?

Otherwise customers won't be happy/satisfied = they will go to your competitors = less sales and profit

Risk: - *reduced by carrying out market research*

- Business Failure
- Financial loss
- Lack of Security (*no guaranteed pay check*)
- **Reward** (*also reason why you would set up your own business*): Business Success
- Profit
- Independence (being your own boss)

Added Value

- Unique selling Point
- Quality
- Branding
- Improved Product Design
- Convenience



Tenses

Le présent
VERBES RÉGULIERS

	-ER	-IR	-RE
	-e -es -e -ons -ez -ent	-is -is -it -issons -issez -issent	-s -s - -ons -ez -ent
	Parler	Finir	Vendre
Je	parle	finis	vends
Tu	parles	finis	vends
Il/elle/on	parle	finit	vend
Nous	parlons	finissons	vendons
Vous	parlez	finissez	vendez
Ils/elles	parlent	finissent	vendent

	-ER (parler)	-RE (perdre)	-IR (finir)
je	ai parlé	ai perdu	ai fini
tu	as parlé	as perdu	as fini
il/elle	a parlé	a perdu	a fini
nous	avons parlé	avons perdu	avons fini
vous	avez parlé	avez perdu	avez fini
ils/elles	ont parlé	ont perdu	ont fini

Opinions & Pronouns

Je préfère Il/elle aime
J'aime beaucoup Il/elle adore



Connectives

Car = because
Pour tant = therefore
Aussi = also
Cependant = however
Bien que = although



TOP CAT
Translate it!

Adjectives

Savoureux/se	tasty
degoutant	disgusting
Delicieux/se	tasty
grassé	greasy
Sain	healthy
Malsain	unhealthy
Picante	Spicy
Sucré	Sweet

Souvent	Often
Quelquefois	Sometimes
De temps en temps	From time to time
Rarement	Rarely
Tous les jours	Every day
Pendant la semaine	During the week
Le weekend	At the weekends



KS3 Geography: Extreme Planet

Y9 Ice

Topic Scoreboard



Spelling Test 1

Spelling Test 2

Knowledge Test 1

Knowledge Test 2

Learning Log

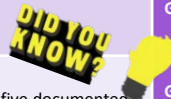
1. Introduction
2. Glacial Processes
3. Features of Glacial Erosion
4. Features of Glacial Deposition
5. Land Use in Glaciated Areas
6. Tourism in Glaciated Areas
7. The Lake District
8. Revision
9. Assessment
10. Response to Assessment

Crucial Command Word

Discuss

Present key points about different ideas or strengths and weaknesses of an idea.

'Use a case study to discuss how tourism can cause conflict in a glaciated area and the strategies in place to manage this conflict'



There have been at least five documented major ice ages during the 4.6 billion years since the Earth was formed — and most likely many more before humans came on the scene about 2.3 million years ago.

16 Subject Specific Key Terms

Arête	A sharp, knife-like ridge formed between two corries cutting back by processes of erosion and freeze thaw.	Lake District	A mountainous region in north west England and popular holiday destination. It is famous for its lakes, forests and mountains with many features formed by the processes of glaciation.
Bulldozing	Ice pushes material of all shapes and sizes as it moves slowly forward.	Land use conflicts	Disagreements which arise when different users of the land do not agree on how it should be used.
Corrie	(Also called cirque) Armchair-shaped hollow in the mountainside formed by glacial erosion, rotational slip and freeze-thaw weathering. This is where the valley glacier begins. When the ice melts, it can leave a small circular lake called a tarn.	Moraine	Frost-shattered rock debris and material eroded from the valley floor and sides, transported and deposited by glaciers.
Drumlin	A hill made of glacial till deposited by a moving glacier, usually elongated or oval in shape, with the longer axis parallel to the former direction of ice.	Pyramidal peak	Where several corries cut back to meet at a central point, the mountain takes the form of a steep pyramid.
Erratics	Rocks which have been transported and deposited by a glacier some distance from their source region.	Ribbon lake	A long, narrow lake found in glaciated valleys formed in locations where the glacier had more erosive power, eg in areas of softer rock, where the valley gradient temporarily steepened or a tributary glacier joined the main valley.
Glacial trough	A river valley widened and deepened by the erosive action of glaciers; it becomes 'U'-shaped instead of the normal 'V'-shape of a river valley.	Rotational slip	This occurs when the ice moves in a circular motion. This process can help to erode hollows in the landscape, and deepen hollows into bowl shapes.
Glacier	a slowly moving mass or river of ice formed by the accumulation and compaction of snow on mountains or near the poles.	Till	An unsorted mixture of sand, clay and boulders carried by a glacier and deposited as ground moraine over a large area.
Hanging valley	A tributary valley to the main glacier, too cold and high up for ice to be able to easily move. It therefore was not eroded as much as the lower main valley, and today is often the site for a waterfall crashing several hundred metres to the main valley floor.	Truncated spur	A former river valley spur which has been sliced off by a valley glacier, forming cliff-like edges.

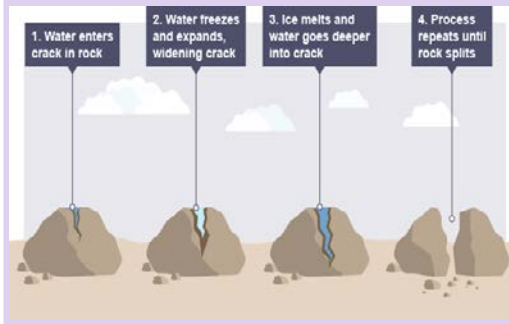
The Ice Age



The **maximum** extent of **ice cover** during the last ice age, **20,000** years ago. This was known as the **Pleistocene Epoch**.

Freeze-Thaw Weathering

Water gets into cracks in the rocks. The water **freezes** and **expands**, putting **pressure** on the rock. The ice then **thaws**, **releasing** the **pressure**. The process **repeats** itself **many times** until the rock **shatters** and **breaks apart**.



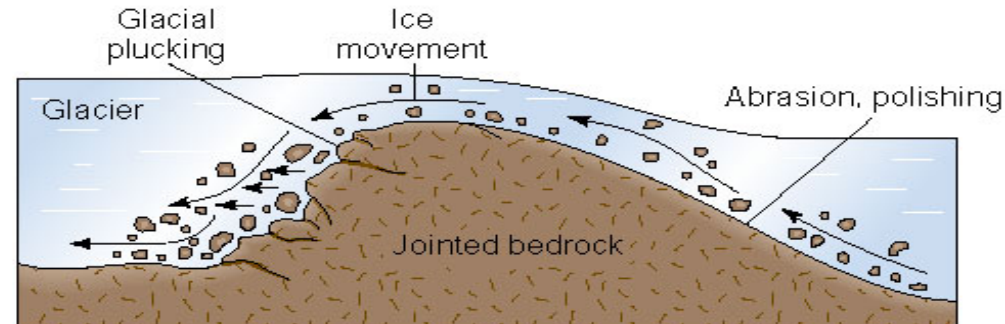
Glacial Processes

Plucking

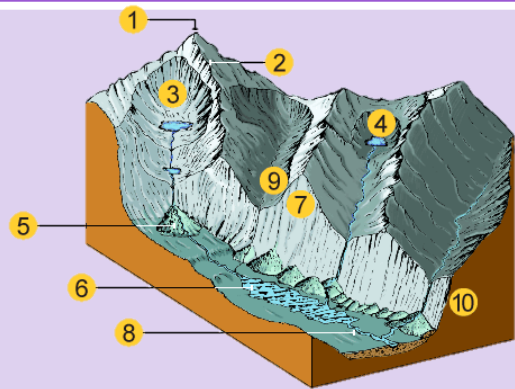
Melt water underneath, on the back or the sides of the glacier **freezes onto the rock**. As the **glacier moves** forward it **pulls** pieces of rock out.

Abrasion

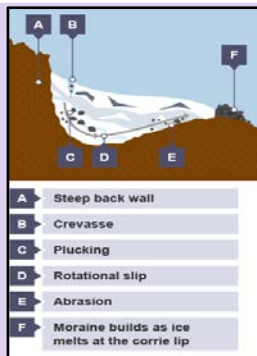
Bits of **rock stuck in the glacier grind** against the rock below the glacier, **wearing it away** – a bit like **sandpapering**.



Features of Glacial Erosion



- 1 **Pyramidal Peak** is a steep, triangular rock face divided by **sharp ridges** or **arêtes**.
- 2 **Arête** is a **sharp ridge between corries**.
- 3 **Corrie** is an **armchair shaped hollow** with **steep back** and **sides**.
- 4 **Tarn** is where **water** has gathered in the **hollow in the floor of the corrie**.
- 5 **Alluvial Fan** is a fan shaped **pile of rock** remains (alluvium) washed down by the stream and **piled up** where the **steep valley side meets the valley floor**.
- 6 **Ribbon Lake** is a **long narrow lake** in a part of the valley cut deeper by the glacier.
- 7 **Truncated Spur** is where an **interlocking spur has been cut off** sharply by ice that flowed down the main valley.
- 8 **Misfit Stream** a stream which is far **too small** to have cut the valley.
- 9 **Hanging Valley** where the **valley floor is much higher** than the floor of the main valley.
- 10 **'U' Shaped Valley** which has **steep sides** and a **nearly flat floor**. (The other side of the valley is missing in this cut-away diagram).

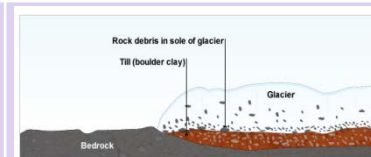


Formation of a corrie and tarn

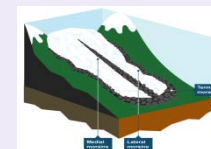
- **Freeze-thaw weathering** above the glacier breaks off pieces of rock which fall onto the glacier.
- **Snow collects** in a shallow **hollow**, turns into **ice** and then **moves downhill**.
- **Plucking** behind the glacier **steepens the back wall**.
- **Abrasion** under the ice **deepens the hollow**.
- A **rock lip** forms where there is less erosion. It may be covered with **moraine deposited by the glacier**.
- When the **ice melts**, a **bowl shape** is left in which a **tarn** may form.

Features of Glacial Deposition

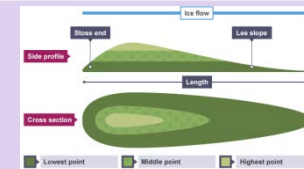
Glaciers slowly move down valleys. When they reach the **lower altitudes**, the **temperature warms** and they begin to **melt**. The material they carry within the ice is called **glacial till** – a mixture of rock, sand, boulders and pebbles. This will be deposited by the glacier's melt water, creating features of glacial deposition, such as those below.



- **Terminal moraines** are found at the terminus or the furthest (**end**) point reached by a glacier.
- **Lateral moraines** are found deposited along the **sides** of the glacier.
- **Medial moraines** are found at the **junction** between two glaciers.



Drumlines are **elongated hills** of glacial deposits. They can be **1km long** and **500m wide**, often occurring in **groups**. A group of drumlins is called a **drumlin swarm** or a '**basket of eggs**'. These would have been part of the debris that was carried along and then accumulated under the ancient glacier. The drumlin would have been deposited when the glacier became overloaded with sediment.



Erratics are large rocks or boulders that are often found on their own, rather than in piles. They have been **carried by the glacier**, sometimes for hundreds of miles and **dumped** when the glacier has **melted**. They are **unusual shapes**, unusually **large** and of a rock type **uncommon** to the area.



How can people use the land in a glaciated area?

Quarries and Mining

- ✓ Erosion by glaciers exposes lots of rock, making it easy to get to. Glacial landscapes are often quarried for slate, granite and limestone.
- ✗ Quarrying damages habitats. The noise of the blasting and trucks can scare the wildlife and spoil the peacefulness of the area. Large scars from quarrying may also put tourists off visiting as the area won't look as attractive. This could mean loss of income for local businesses such as hotels and restaurants.

Forestry

- ✓ Coniferous (evergreen) forests are often planted in upland areas because these trees can cope with the cold weather and high rainfall. The trees are used for timber for building materials and paper.
- ✗ When the trees are chopped down for timber this scares off wildlife and damages habitats.

Farming

- ✓ It's usually too cold to grow crops, but grass is grown to make hay to feed the sheep and cows.
- ✓ Cattle are kept on the flatter valley floors.
- ✓ Sheep farming is common in the upland glaciated areas because the steep slopes and poor soils makes it unsuitable for any other type of farming.

Tourism

- ✓ Glaciated areas have dramatic landscapes, making them attractive places to visit. Popular activities in these areas include; hiking, climbing, boating, mountain biking and skiing.
- ✗ Tourist developments such as hotels and attractions may spoil the natural scenery. For example there is a visitor centre on the top of Mount Snowdon in North Wales.
- ✗ Large numbers of tourists can damage stone walls, scare sheep, leave gates open and drop litter. Some farmers don't want lots of tourists walking on their land. They may try to block footpaths by putting up fences.

Impacts of tourism can be good and bad

Tourism offers employment to local people who work in hotels, shops, cafes & other services. However, these jobs are often only during peak months & are low paid.

Tourism keeps local services going. Local buses and shops would have closed down if it wasn't for the tourists. Locals are able to make use of these facilities. However, sometimes these facilities are closed in the winter months when tourist numbers are low.

Increased traffic causes problems as the country lanes are often narrow and winding. Congestion is common and there isn't enough car parking available. Lack of car parking spaces mean tourists often park on the side of the roads on grass verges. This damages vegetation. However, developing facilities such as car parks can increase income from tourism (e.g. car park charges). This can be invested into the area to pay for improvements such as repairing footpaths, planting trees and conserving habitats.

The Lake District



➤ The Lake District gets **16.4m visitors every year**.



➤ Tourism **employed over 16,000 people in 2014** and **visitors spent over £1 billion**.

Problems with Tourism

- ✗ The **average price** of a house in the village of Grasmere is over **£350,000**, while the **average household income** is only **£27,000**. Many local people **cannot afford** to stay living in the area.
- ✗ An estimated **89%** of visitors to the Lake District **arrive by car**. This makes **roads very busy**.
- ✗ **Businesses** in tourist hotspots like Ambleside cater **mainly for tourists**. About **40%** are **cafes, restaurants & hotels** and around **10%** sell **outdoor clothing**.
- ✗ **More than 16%** of properties in the Lake District National Park are **second homes or holiday homes**. This means there are **fewer people living in the area in winter**, so some **shops and services close down** for several months.

Strategies to Manage the Problems

- ✓ **Zoning schemes** mean that some water sports are only allowed in some lakes. **Lake Windermere** has a **10 knot speed limit** for all boats. This keeps **peaceful areas** for people to enjoy.
- ✓ In **2012**, planning permission was granted for **134 affordable homes** and **141 houses** that **only local people are allowed to buy** – they cannot be used as holiday homes or lets.



Tenses

Verbos Regulares	VERBOS -AR	VERBOS -ER	VERBOS -IR
	HABLAR	COMER	VIVIR
yo	hablo	como	vivo
tú	hablas	comes	vives
él / ella	habla	come	vive
usted	habla	come	vive
nosotros / as	hablamos	comemos	vivimos
vosotros / as	habláis	coméis	vivís
ellos / ellas	hablan	comen	viven
ustedes	hablan	comen	viven

Opinions & Pronouns

Prefiero Le gusta
 Me flipa Le encanta



Connectives

Dado que = because
 Por eso = therefore
 También = also
 Sin embargo = however
 Aunque = although



Adjectives

Rico/a	tasty
Asqueroso/a	disgusting
Sabroso/a	tasty
Graso/a	greasy
Sano/a	healthy
Malsano/a	unhealthy
Picante	Spicy
Dulce	Sweet

Regular Spanish Verbs Conjugated In The Preterite Tense

Subject	to speak -ar (hablar)	to eat -er (comer)	to live -ir (vivir)
yo	hablé	comí	viví
tú	hablaste	comiste	viviste
él/ella usted	habló	comió	vivió
nosotros	hablamos	comimos	vivimos
vosotros	hablasteis	comisteis	vivisteis
ello(a)s ustedes	hablaron	comieron	vivieron

TOP CAT
 Translate it!

A menudo	Often
A veces	Sometimes
De vez en cuando	From time to time
Raramente	Rarely
Todos los días	Every day
Durante la semana	During the week
Los fines de semana	At the weekends



Do we need to prove God's existence?

Key terms

Faith	strong belief in the principles of a religion, based on spiritual belief rather than proof
Contingent	Depending on something else in the future in order to happen.
Infinite	Limitless or endless in space, extent, or size.
Religious Experience	An event that people feel gives them direct contact with God.
Prayer	An attempt to contact God, usually through words
Miracle	Something which seems to break a law of science and makes you think only God could have done it.
Numinous	The feeling of the presence of something greater than you.
Agnostic	Someone who is unsure whether there is or isn't a God.

Crucial Commands:

Describe: Say in detail what something or someone is like, and the impact it has. E.g. Describe some consequences of going to war.

Explain: Say why something or someone is important, and the impact it has. E.g. Explain religious attitudes to the Just war theory..

DISCUSS: Write about at least two points of view and explain why these points of view are valuable or not. E.g. "Is religion a power for peace or cause of conflict in the world today?"

Why do Muslims believe in God?

The appearance of causation in the world is often called the **first cause argument** and goes like this:

1. we look at things in the world we see that they have a cause,
2. Anything caused to exist must be caused to exist by something else.
3. You cannot keep going back with causes because in any casual chain you have to have a beginning.
4. The only possible first cause of the universe is God therefore God must exist.

This argument makes Muslims think the universe the world and humans must have come from somewhere they must have had a cause as God is the only logical cause of the universe it make them think that God must exist for it supports their belief in God if they already believe.

What is the design argument?

Some Christians believe that it is possible to prove the existence of God by observing the nature of the world we live in. The world shows signs of ORDER and things working to achieve a PURPOSE. This is evidence of DESIGN. (God is the DESIGNER).

- William Paley supported this argument by way of ANALOGY. He drew a similarity between the world and an old-fashioned pocket watch. He argued that if you went for a walk and stumbled across a pocket watch in a field you would know that a skilful watchmaker must have designed it

Problem: If the world is designed by an omnipotent God, then why is there so much evil and suffering in the world?

Why did the Buddha think belief in God was unimportant?

1. **Anicca** – everything in the universe depends on other things for its existence. If conditions are right, they come into existence; if conditions change, they cease to exist.
2. **Anatta** – there is no permanent soul because nobody stays the same from birth to death. Your body grows older and your mind develops.
3. **Dukkha** – Because everything changes and dies, the Buddha taught that life can never completely satisfy us, and that makes us suffer.

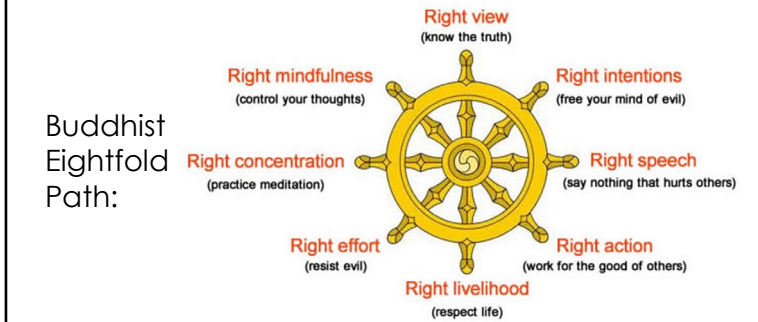
Can we experience God in our world?

- Type of Experience: **Numinous**
- **Neil Armstrong, Astronaut.**

In Brief: He was one of the first men to step foot on the moon in 1969. After his adventure, he explained that an incredible feeling had passed over him while looking back at Earth from the Moon.

- When Neil Armstrong first stepped foot on the moon, he looked at the Earth and the universe around him and felt as if he was in the presence of God. He no longer questioned whether God existed, he just 'knew' it.
- This feeling of being overwhelmed by the sense of the presence of something greater than you is a spiritual emotion.

In Buddhist thinking, what can save us from pain and suffering?



Do we need to prove God's existence? (Atheism)

Richard Dawkins:

- Argues the system of natural selection creates an 'illusion' of design.
- Dawkins explains that genes alone are responsible for what we now know as intelligent life.
- We inherit some cultural values of those who came before us.
- Dawkins argues, humans appear to have an appreciation of beauty but it is actually no more than part of the survival mechanism.

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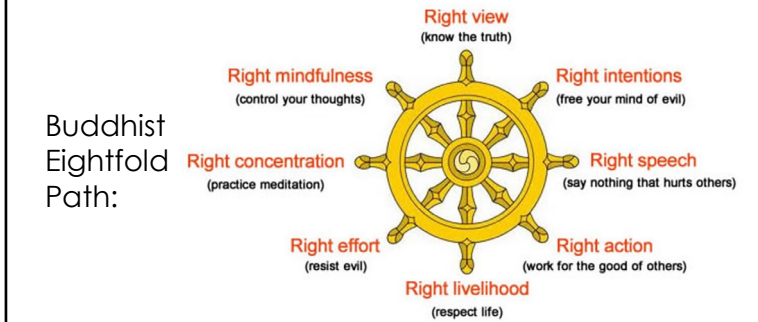
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