

KNOWLEDGE

ORGANISER

Year 9
Half Term 3



Name:

Tutor Group:

Academic Year:




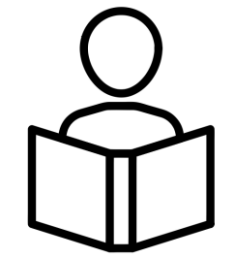
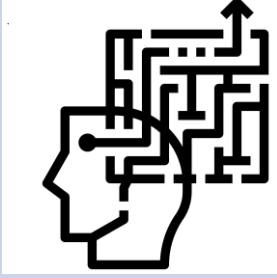
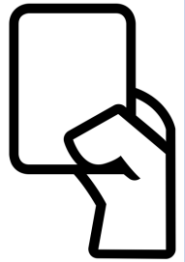



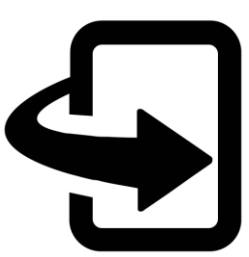
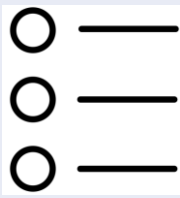


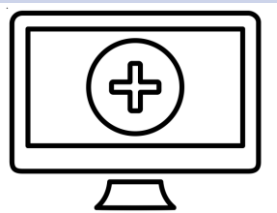
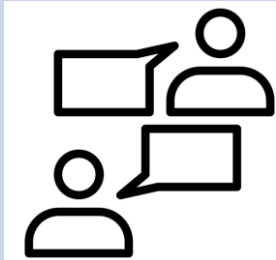

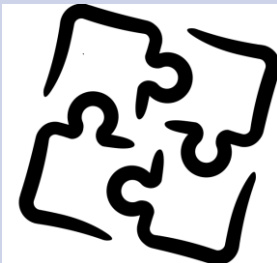

How to use your Knowledge Organiser



The aim of the knowledge organiser is to ensure that **ESSENTIAL KNOWLEDGE** is stored and retrieved over a long period of time.



You need to ensure that you keep your knowledge organiser in your bag, ready for revision, quizzing and to refer to at any time in all of your subjects.

| | Look, Cover, Write, Check | Definitions to Key Words | Flash Cards | Self Quizzing | Mind Maps | Paired Retrieval |
|--------|---|--|--|--|--|---|
| Step 1 | <p>Look at and study a specific area of your knowledge organiser</p>  | <p>Write down the key words and definitions.</p>  | <p>Use your knowledge organiser condense and write down key facts and/or information on your flash cards.</p>  | <p>Read through a specific area of your knowledge organiser</p>  | <p>Create a mind map with all the information that you can remember from your knowledge organiser.</p>  | <p>Ask a partner or someone at home to have the quiz questions or flash cards in their hands.</p>  |
| Step 2 | <p>Flip the knowledge organiser and write everything you can remember.</p>  | <p>Try not to use the solutions to help you.</p>  | <p>Add diagrams or pictures if appropriate. Write the solutions on the back of the cards.</p>  | <p>Turn over and answer the questions related to that area.</p>  | <p>Check your knowledge organiser to correct or improve your mind map.</p>  | <p>Ask them to test you by asking questions on the section you have chosen from your knowledge organiser.</p>  |
| Step 3 | <p>Check what you have written. Correct mistakes and add extra information. Repeat.</p>  | <p>Check your work. Correct using red pen and add more information if appropriate.</p>  | <p>Self quiz using the cards or ask some to help by quizzing you.</p>  | <p>Turn back over and mark your quiz. Keep quizzing until you get all questions correct.</p>  | <p>Try to make connections that links information together.</p>  | <p>Either say or write down you answers.</p>  |

CORE

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...

Using Percentages

@whisto_maths

Converting FDP

Express as a decimal

- a) $\frac{3}{4}$ b) 72% c) 125%

Express as a fraction

- a) 0.25 b) 65% c) 0.4

Express as a percentage

- a) $\frac{3}{4}$ b) 0.125 c) 1.5

Percentage increase and decrease

Increase 120 by 5%

Increase £1.50 by 20%

Decrease £66 by 10%

Decrease £2.20 by 5%

Alex increases 30 g by 20%
She then decreases her answer by 20%
Dora says she will have less than her original amount of 30 g
Alex disagrees. Who is correct?
Justify your answer.

Reverse percentages

- a) In a sale, a shop reduces all its prices by 10%. On the last day of the sale, the shop reduces the sale prices by 20%. On the last day of the sale, a mobile phone costs £432. How much was the mobile phone before the sale?
- b) Evie is given a 22% pay rise. Her new salary is £21960. What was Evie's salary before the pay rise?
- c) Trevor is a car salesman. He bought a car for £5000. Currently he is holding a sale with 35% off the price of all cars. Trevor wants to sell the car so that he makes a 10% profit on the price he paid. How much should Trevor advertise the car for?

Percentage Change

- a) In January, a puppy weighed 4kg. Three months later, the same puppy weighed 5kg. What was the percentage increase in the puppy's weight?
- b) Daisy bought a car for £20,000. She sold the car for £15,000. Work out the percentage loss.

Mo buys a rare comic for £120 and sells it again for £170

Compare these methods to work out his percentage profit.

Method 1

$$170 - 120 = 50$$

$$\frac{50}{120} = 0.41666 \approx 42\%$$





Method 2

$$\frac{170}{120} = 1.41666 \approx 142\%$$



$$142\% - 100\% = 42\%$$

The Crucible

Context

| | |
|---|---|
| <p>Religion</p>  | <p>-Puritanism is a form of Christianity (Protestants) that originated in England during the early 1600s. They sought to purify the Church of England of Catholic practices. The Puritans were a religious group who had very strict rules about how people should behave and live. Eventually the English people became sick of them, and so many Puritans fled to America to escape religious persecution.</p> <p>- They settled in North America, more specifically Massachusetts, in 1620s. Their radical beliefs flourished in America and thus, they split from the Church of England in 1633.</p> |
| <p>Communism Vs McCarthyism (The Soviet Union and America)</p>  | <p>-A system in which all property is owned by the community and each person contributes and receives according to their ability and needs. The ultimate goal is to establish a communist society, based upon the absence of social classes, money, and the state.</p> <p>- In the 1940s and 1950s there were intense rivalry between the Soviet Union and the United States (called the Cold War).After WW2, Americans became worried about the spread of Communism (Red Scare). This led to fears that Communists (also called the Reds) were infiltrating organisations as a way to undermine American values (as spies) by promoting propaganda and threatening American security.</p> <p>-The House Un-American Activities Committee (HUAC) was established in 1938 to identify threats and spies.</p> <p>-Senator Joseph McCarthy, leader of HUAC, gave a speech in which he accused a long list of people of being Communists (including those were not), thus sparking an anti-communist frenzy. Arthur Miller, writer of <i>The Crucible</i>, was also accused of being a Communist.</p> |
| <p>The Salem Witch Trials</p>  | <p>-The Salem witch trials were a series of prosecutions of people accused of witchcraft in Massachusetts between February 1692 and May 1693.Practicing Christians believed that witches were followers of Satan who had traded their souls for his assistance and received powers to harm others. This Mass Hysteria was caused by a group of girls who claimed to be possessed by the devil and accused local women of witchcraft.</p> |
| <p>Patriarchal Society</p>  | <p>-The Puritans believed women were more likely to sin and susceptible to damnation. Puritans believed women and men were equal in the eyes of God, but not to the Devil.</p> <p>- Women were subservient to men; her God-given duty was to serve her husband. Women were excluded from decision making, could not own property or conduct business. Their gender roles limited them to being only wives and mothers.</p> |

Big Ideas

| | |
|--|---|
| <p>The Danger of Ideology</p>  | <p>An ideology is a rigid set of beliefs that defines what an individual or community thinks. In the Puritan theocracy of Massachusetts, a government run by religious authorities, the dominant ideology held that the Puritans were a chosen people that the devil would do anything to destroy. Since religious men ran their government, the Puritans considered all government actions to be necessarily "good," or sanctioned by Heaven. This meant that any attempt to question, obstruct, or otherwise resist any of the government's actions, no matter how ludicrous, destructive, or ill-informed, was considered by the government and other Puritans to be an attempt to overthrow God.</p> |
| <p>Reputation and Integrity</p>  | <p>Reputation is the way that other people perceive you. Integrity is the way you perceive yourself. Several characters in <i>The Crucible</i> face a tough decision: to protect their reputation or their integrity. <u>Parris</u>, <u>Abigail</u>, and others protect their reputations. <u>Rebecca Nurse</u> and, eventually, John Proctor, choose to protect their integrity.</p> <p>In rigid communities like Salem, a bad reputation can result in social or even physical punishment. <i>The Crucible</i> argues that those most concerned with reputation, like <u>Parris</u>, are dangerous to society: to protect themselves, they're willing to let others be harmed and fuel hysteria in the process.</p> |

Key Quotes

"I look for John Proctor that took me from my sleep and put knowledge in my heart! I never knew what pretense Salem was, I never knew the lying lessons I was taught by all these Christian women and their covenanted men!" Abigail, Act I

"You must understand, sir, that a person is either with this court or he must be counted against it, there be no road between." Danforth, in Act III

"A man may think God sleeps, but God sees everything, I know it now. I beg you, sir, I beg you—see her what she is. " J Proctor, Act III





"Because it is my name! Because I cannot have another in my life! Because I lie and sign myself to lies!" J Proctor, Act IV

Transferable Knowledge



| | |
|--------------------|--|
| Biblical allusions | a reference within a literary work to a story, idea, or event that is related in the Bible or other biblical writings. |
| Political allegory | Political allegories are stories that use imaginary characters and situations to explore/ discuss real-life political events. |
| Realism | Theatre that focuses on real people, in real situations. The intention is to illuminate humankind's struggles and concerns in a straightforward way. The sets of realist plays evoke the typical workplace, towns, homes, society, basically everyday life. |

The Crucible

Context

| | |
|---|--|
| Religion  | <p>Read the notes on the previous page. Watch the following video: https://www.youtube.com/watch?v=qU9ClqtPclo Based on both sources of information, produce a page or Cornell notes titled: Context of The Crucible: Religion</p> |
| Communism Vs McCarthyism (The Soviet Union and America)  | <p>Read the notes on the previous page. Watch the following videos: https://www.youtube.com/watch?v=N35lugBYH04 https://www.youtube.com/watch?v=IGVIDzu-dg</p> <p>Answer the following question in your knowledge organiser: What is McCarthyism and how does it link to The Crucible?</p> |
| The Salem Witch Trials  | <p>Read the notes on the previous page. Watch the following videos: https://www.youtube.com/watch?v=Nvd8kuufBhM https://www.youtube.com/watch?v=7x5Kesh3dzM&t=62s</p> <p>Produce a page of context notes on the Salem Witch Trials. Challenge: In the second video the narrator states: "The onset, and demise, of these atrocities came gradually, out of seemingly ordinary circumstances. The potential for similar situations, in which authorities use their powers to mobilise a society against a false threat, still exists today" Write an essay explaining whether you agree or disagree with this statement. Your essay must be clear, persuasive and you must use evidence and examples to support your ideas.</p> |
| Patriarchal Society  | <p>Watch the following video: https://www.youtube.com/watch?v=R0LXAC2PXuU Answer this question in your reflection log- what is patriarchy? Your notes should be detailed and you should explore the specific examples given in the video. Write a page of Cornell Notes titled: Patriarchy in The Crucible. Use the following link to support you: https://prezi.com/tcd6yfevyaq0/the-crucible-a-feminist-perspective/?frame=50391041951cfb2c0893ab99b75ebccd9b357125</p> |

Big Ideas

| | |
|--|---|
| The Danger of Ideology  | <p>In your knowledge organiser answer the following question: How does Miller explore the danger of ideology? Use this link to support you: https://www.litcharts.com/lit/the-crucible</p> |
| Reputation and Integrity  | <p>In your knowledge organiser answer the following question: How does Miller explore the idea of integrity? Use this link to support you: https://www.litcharts.com/lit/the-crucible</p> |

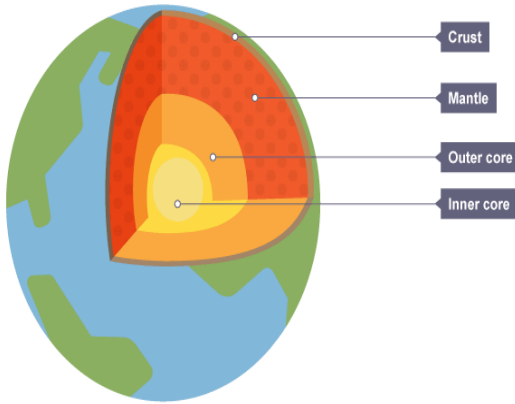
Key Quotes

| |
|---|
| <p>"I look for John Proctor that took me from my sleep and put knowledge in my heart! I never knew what pretense Salem was, I never knew the lying lessons I was taught by all these Christian women and their covenanted men!" Abigail, Act I</p> <ul style="list-style-type: none"> A student, having read the play, said "Abigail is vengeful, selfish, manipulative, and a magnificent liar. This young lady seems to be uniquely gifted at spreading death and destruction wherever she goes". Write two paragraphs explaining whether you agree or disagree. Remember to support all your ideas with evidence from the text. <p>"Because it is my name! Because I cannot have another in my life! Because I lie and sign myself to lies!" J Proctor Act IV</p> <ul style="list-style-type: none"> A student, having read the play, said "I think John Proctor is a good man". Write one argument for this statement and one argument against. |
|---|

Transferable Knowledge

| | |
|---------------------------|---|
| Biblical allusions | <p>Find 2 quotes from the text where Miller makes a biblical allusion. Explode these quotes looking at language and effect.</p> |
| Political allegory | <p>Complete a reflection log page explaining how The Crucible can be seen as a political allegory. Watch the following as support: https://www.youtube.com/watch?v=mWX2NtqGtJY</p> |
| Realism | <p>Watch the following video: https://www.youtube.com/watch?v=GPEE8PdSS0. Produce a page of Cornell Notes entitled Realism in Art and Literature. You will need to research and define the term urbanisation before watching the video</p> |

The Earth is made up of different layers:

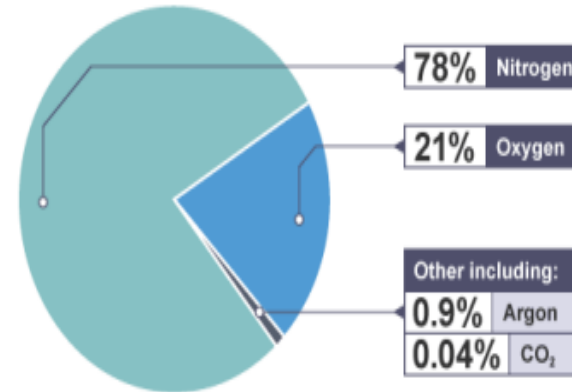


Earth's Atmosphere

The atmosphere is the layer of gases that surrounds the Earth. It provides gases that are essential to life. The air is a mixture of gases.

Some of the gases in the air are elements: nitrogen, N₂ oxygen, O₂ argon, Ar.

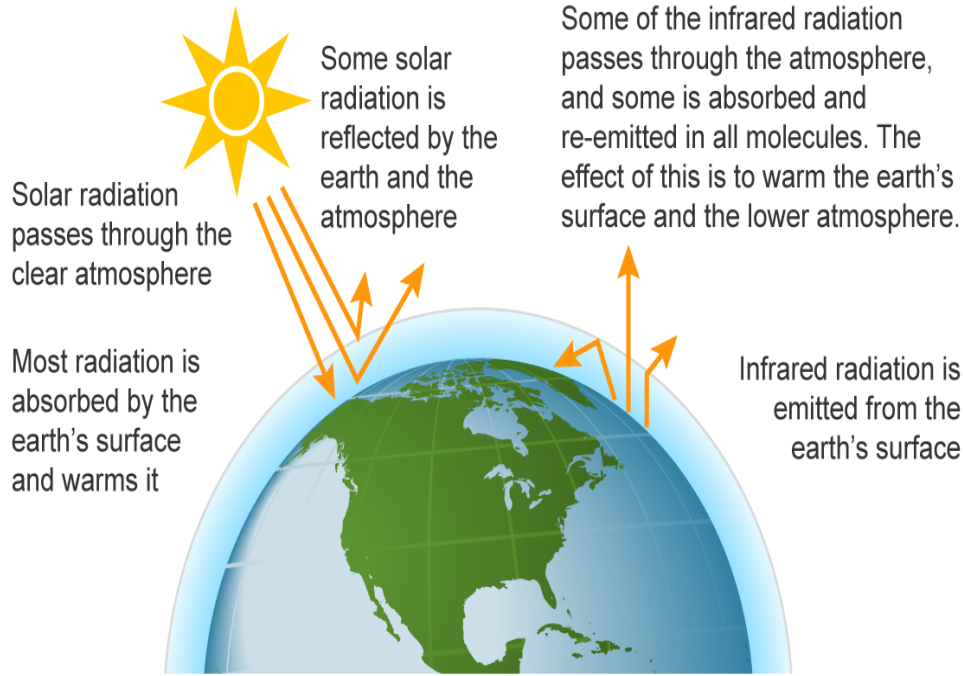
Some are compounds, including: carbon dioxide, CO₂ water vapour, H₂O.



Effects of Global Warming

- Atmosphere
- Oxygen
- Nitrogen
- Radiation
- Global Warming
- Igneous
- Metamorphic
- Sedimentary
- Compound
- Element

The greenhouse effect



1. **Temperature extremes and increase in average global temperature is happening.**
2. **Our ice is melting at a rapid pace.**
3. **Our sea levels are rising.**
4. **There is a threat of ocean acidification.**
5. **Much destruction will be felt by the world's flora and fauna.**
6. **There will be irreversible social effects.**

| | |
|-------------|--|
| IGNEOUS | Igneous rocks form when molten lava (magma) cools and turns to solid rock. |
| METAMORPHIC | Metamorphic rocks are rocks that have been changed from heat and pressure. |
| SEDIMENTARY | Sedimentary rocks form when small pieces of rock are pressed together over time. |

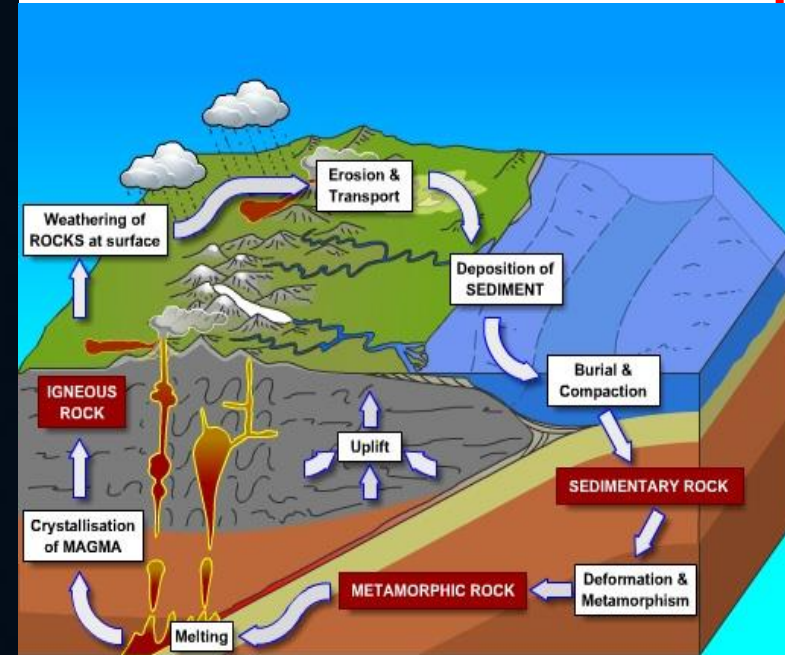
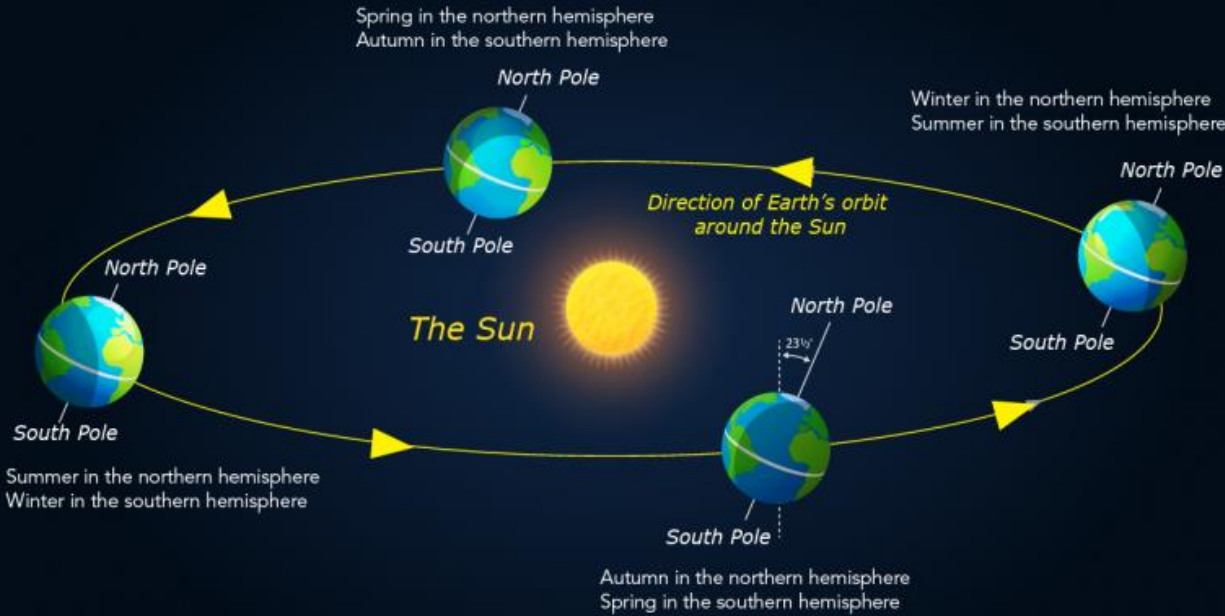
Seasons
Igneous

Planets
Rotation

Sedimentary
Orbits

Metamorphic
North Pole

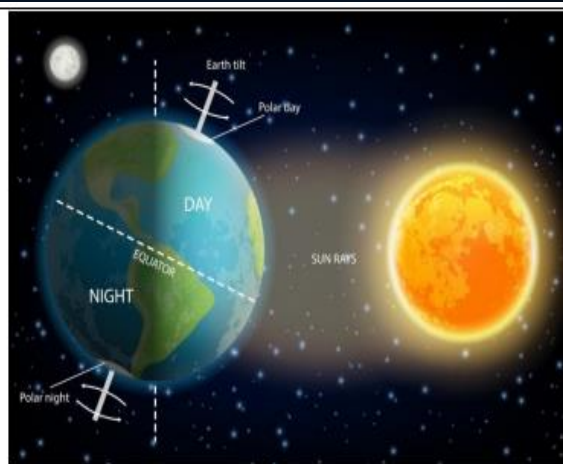
South Pole



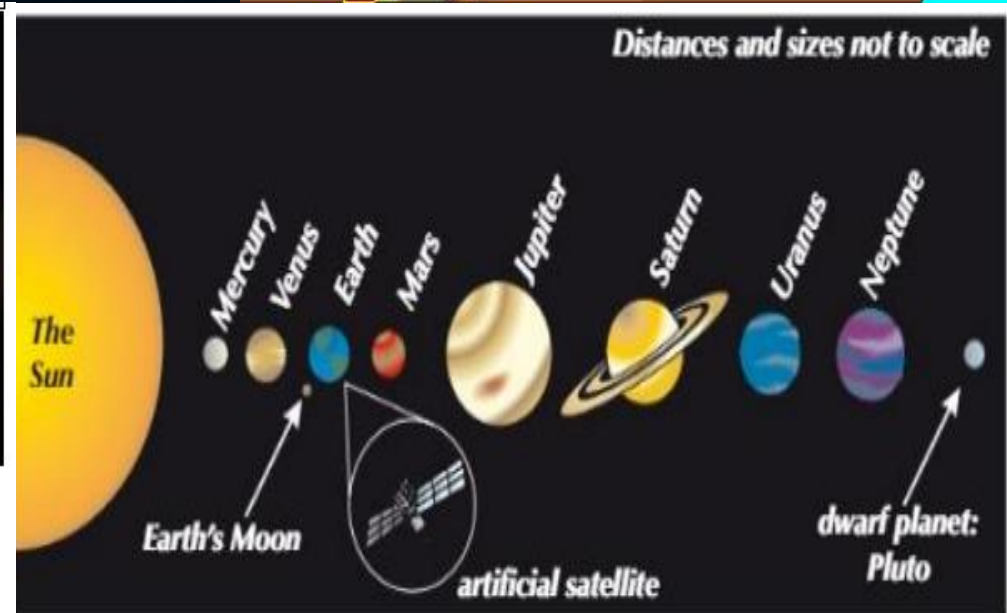
Day and Night

The side facing the Sun is in daylight. The side facing away from the Sun is in darkness that we call night. It takes the Earth 24 hours to complete **one rotation** on its axis. We call that a **day**.

When viewed from above the Earth appears to be spinning in an anticlockwise direction. This means that the Sun always rises in the East, moves across the sky and sets in the West.



- As the Earth spins we move from shadow to light and back to shadow and so on. It is daytime in the UK when our part of the planet is lit by the Sun.
- It is night in the UK when our part of the planet is facing away from the Sun.



1. Name the four layers of the Earth.
2. Name the main gas in the Earth's atmosphere?
3. Name the gas is the second most abundant in the atmosphere?
4. Name two elements in the Earth's atmosphere
5. Name two compounds in the Earth's atmosphere
6. What type of substance is air? Element, Compound and Mixture
7. Name the three types of rock
8. Name the process of liquid magma cools to form igneous rock
9. What is magma?
10. How are igneous rocks formed?
11. How are large crystals formed in igneous rock?
12. Give two examples of igneous rocks
13. How are small crystals formed in igneous rock?
14. What is an intrusive igneous rock?
15. How many hours in one Earth day?
16. What does the Earth turn around?
17. What is the angle of the tilt of the Earth?
18. What causes night and day?
19. Which direction does the sun appear to rise from?
20. How many days are in an Earth year?
21. When does a leap year occur?
22. What causes the seasons?
23. When the northern hemisphere is tilted towards the sun – what season in the UK is this?
24. When the southern hemisphere is tilted towards the sun – what season in the UK is this?
25. Why are the days longer in summer?
26. When the southern hemisphere is tilted towards the sun – what season in Australia is this?
27. Why is the equator of the Earth so much warmer than the poles?
28. What is the order of the planets starting from the sun?
29. Which planet is the biggest?
30. Which planet is the smallest?
31. What keeps the planets in orbit around the Sun?

EBACC

Prior Knowledge

Most adjectives work like this:

| masculine | feminine | masc plural | fem plural |
|-----------------------------------|--|--|--|
| no ending e.g. <i>charmant</i> | add -e e.g. <i>charmante</i> | add -s e.g. <i>charmants</i> | add -es e.g. <i>charmantes</i> |

Some adjectives follow a different pattern
(e.g. *travailleur* → *travailleuse*, *heureux* → *heureuse*, *gentil* → *gentille*).

Some adjectives never change (e.g. *cool*, *sympa*).

| | masculine | feminine | plural |
|--------------------|-----------|------------|------------|
| 'the' | <i>le</i> | <i>la</i> | <i>les</i> |
| 'a' or 'some' (pl) | <i>un</i> | <i>une</i> | <i>des</i> |

If a noun begins with a vowel or *h*, **le** or **la** shortens to **l'**, e.g. *l'église* (the church).

Most French verbs are **-er** verbs. The **je** form ends in **-e**.

The most useful irregular verbs are **avoir** (to have) and **être** (to be).

| | -er verbs (e.g. <i>porter</i> to wear) | avoir to have | être to be |
|------------|--|-------------------------|----------------------|
| je/'j' | porte | ai | suis |
| tu | portes | as | es |
| il/elle/on | porte | a | est |
| nous | portons | avons | sommes |
| vous | portez | avez | êtes |
| ils/elles | portent | ont | sont |

| | masc | fem | plural |
|---------|------------|-----------|------------|
| my | <i>mon</i> | <i>ma</i> | <i>mes</i> |
| your | <i>ton</i> | <i>ta</i> | <i>tes</i> |
| his/her | <i>son</i> | <i>sa</i> | <i>ses</i> |

The preposition **à** means 'at' or 'to'.

à + le → **au**, e.g. **au cinéma** (at/to the cinema)

à + la → **à la**

à + l' → **à l'**

à + les → **aux**, e.g. **aux magasins** (at/to the shop)

à 8 heures/20 heures (at 8 p.m.)

dans in
derrière behind
devant in front of
entre between
en face de opposite
à côté de next to
près de near

de + le → **du**, e.g. **en face du cinéma**

de + les → **des**, e.g. **près des magasins**

aller (to go)

je vais
 tu vas
 il/elle/on va
 nous allons
 vous allez
 ils/elles vont



Je mange/Je voudrais manger

je mange or *je voudrais manger*?

Use the **present tense** to say what you are doing or normally do.

Je mange du pain. I'm eating bread.

J'habite dans un appartement. I live in a flat.

Use **je voudrais** + an infinitive to say what you would like to do.

Je voudrais manger une glace. I would like to eat an ice-cream.

The partitive article

The word for 'some' changes depending on the noun that follows it:

| singular | | | plural |
|-----------------------|-------------------------------|---------------------------|----------------------------|
| masculine | feminine | in front of a vowel sound | |
| du <i>pain</i> | de la <i>confiture</i> | de l' <i>eau</i> | des <i>céréales</i> |



prendre

You will need to learn the present tense of this irregular verb by heart. Usually it means 'to take' but when you use it with food it means 'to have'.

prendre (to take/have)

je prends I take/have *il/elle prend* he/she takes/has

tu prends you take/have *on prend* we take/have

il faut + infinitive

Il faut means 'it is necessary to' or 'you must'. In English we say 'you need to', 'you have to' or 'you must'. *Il faut* is normally followed by an infinitive.

Il faut aller en ville. You need to go into town.

Il ne faut pas oublier les œufs. You mustn't forget the eggs.

The near future tense

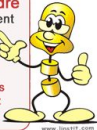
You use the verb **aller** (to go) plus an infinitive, to say what you are going to do.

je vais porter I am going to wear *il/elle va regarder* he/she is going to watch
tu vas manger you are going to eat *on va faire* we are going to do

Verbe *prendre*

Indicatif présent

Je prends
 Tu prends
 Il prend
 Nous prenons
 Vous prenez
 Ils prennent



Il faut / Il ne faut pas



1 Match up the sentences and the pictures. Then translate the sentences into English.

- Je mange des chips, mais je voudrais manger de la pizza.*
- J'habite dans une petite maison, mais je voudrais habiter dans un grand château.*
- J'écoute le prof, mais je voudrais écouter de la musique.*



2 Fill in the gaps using the verbs below. Choose the present tense or *je voudrais* + infinitive.

- _____ dans une grande ville, mais _____ au bord de la mer.
je voudrais habiter je fais je joue je vais
- _____ de la guitare, mais _____ du piano.
je voudrais acheter j'achète je voudrais aller
- _____ mes devoirs, mais _____ du skate.
je voudrais jouer je voudrais faire j'habite
- _____ au collège mais _____ au cinéma.
- _____ un scooter, mais _____ une Ferrari.

3 Choose *du, de la* or *des* each time.

Pour le petit déjeuner, normalement, je prends **1** *du/de la/des* pain avec **2** *du/de la/des* confiture, mais quelquefois, je prends **3** *du/de la/des* céréales.
À midi, je mange **4** *du/de la/des* pâtes ou **5** *du/de la/des* poisson avec **6** *du/de la/des* frites.
Le soir, on mange à huit heures. D'habitude, on mange **7** *du/de la/des* viande. Mais le samedi soir, on mange **8** *du/de la/des* popcorn et **9** *du/de la/des* pizza devant la télé. Miam-miam!

4 Choose the correct answer each time. How do you say ... ?

- Normally I have a croissant.
a Normalement, je prendre un croissant.
b Normalement, je prends un croissant.
- We have breakfast at 8 o'clock.
a On prends le petit déjeuner à huit heures.
b On prend le petit déjeuner à huit heures.
- What do you have for breakfast?
a Qu'est-ce que tu prends pour le petit déjeuner?
b Qu'est-ce que je prends pour le petit déjeuner?
- For dessert, I'm having an ice-cream.
a Comme dessert, je prend une glace.
b Comme dessert, je prends une glace.

5 Choose the infinitive form of the verb to complete each sentence. Match the French sentences with the English sentences.

- Il faut **apportez/apporter/apporté** de l'argent. a You need to go into town.
- Il faut **acheter/achetez/achète** du fromage. b You need to bring some money.
- Il faut **allez/allé/aller** en ville. c You need to buy cheese.
- Il ne faut pas **oubliez/oubliez/oublié** le chocolat. d You need to take the number two bus.
- Il faut **prends/prenez/prendre** le bus numéro 2. e You mustn't forget the chocolate.

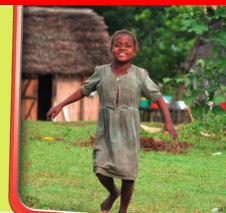
6 Fill in the gaps with the correct phrases from the list.

À Hallowe'en, je **1** _____ un costume de cowboy. D'abord, je **2** _____ du 'trick or treat' et puis je **3** _____ à une fête chez un copain. On **4** _____ un film d'horreur en DVD. On **5** _____ de la pizza et on **6** _____ de la limonade noire! On va s'amuser!



- va manger vais porter
- va regarder vais faire
- va boire vais aller

Je m'appelle Stella et je suis malgache. J'habite à Ambovo, un petit village de pêcheurs à Madagascar. J'adore habiter ici, mais un jour, je voudrais habiter dans une ferme. J'habite dans une jolie maison au bord de la mer. Il y a une cuisine, un salon, des wc, une salle de bains avec une douche, trois chambres et une grande terrasse.
Le soir, on mange des crevettes et du riz, mais hier soir, on a mangé du ravitoto (c'est un ragoût de viande de porc) parce que c'était l'anniversaire de ma mère.
Chez nous, il y a la cuisine, le salon, deux chambres et la salle de bains, mais il n'y a pas de balcon. J'aime bien habiter ici parce que c'est intéressant, mais un jour, je voudrais habiter à la campagne.
Normalement, le soir, on mange à huit heures. On mange du mouton ou du poulet avec du riz. Un festival important à Madagascar, c'est le festival du cinéma malgache. Cet été, je voudrais aller au festival avec mon père et je voudrais voir des films.



Je m'appelle Blaise et j'habite à Ouagadougou. Ouaga, c'est une grande ville. C'est la capitale du Burkina Faso qui se trouve en Afrique de l'Ouest. Moi, j'habite dans un petit appartement. J'habite avec mon père et ma belle-mère.
Chez nous, il y a la cuisine, le salon, deux chambres et la salle de bains, mais il n'y a pas de balcon. J'aime bien habiter ici parce que c'est intéressant, mais un jour, je voudrais habiter à la campagne.
Normalement, le soir, on mange à huit heures. On mange du mouton ou du poulet avec du riz. Un festival important à Ouaga, c'est le festival du cinéma panafricain. Cet été, je voudrais aller au festival avec mon père et je voudrais voir des films.

Who ...

- lives in a big town?
- lives in a fishing village?
- lives in a pretty house?
- lives in a small flat?
- would like to live on a farm?
- would like to live in the country?
- eats prawns?
- eats chicken?
- is interested in cinema?
- talks about dancing?

History Knowledge Organiser

The Holocaust

Key individuals

Adolf Hitler Führer (leader) of Germany. He was anti-semitic.



Reinhard Heydrich SS officer and architect of the Holocaust



Oskar Schindler helped save the lives of Jews



Anne Frank wrote a diary of life while in hiding. Died in a camp of typhus.



Paul Oppenheimer survived the camps and lived in England.



Heinrich Himmler head of the SS and second in command.



Camps



Impact



Key dates

| | |
|------|--|
| 1934 | Anti - Jewish propaganda. |
| 1935 | Nuremberg Laws - specifically against the Jews. They affected what jobs Jews could do and how they lived their lives. For example they could not marry non Jews. |
| 1936 | Berlin Olympics - most anti-semitic propaganda removed. |
| 1937 | Jewish businesses confiscated. |
| 1938 | Registration of Jewish property. Jewish doctors and dentists can not treat Aryans. J passport stamp. Kristallnacht. |
| 1939 | Jews must hand over gold, silver and pearls. Jews to be evicted from their homes. Yellow star introduced. Ghettos created in Poland. |
| 1940 | In Poland the Warsaw Ghetto was sealed off. There were 400 000 people inside. |
| 1941 | Einsatzgruppen began rounding up and killing Jews in Russia. These are the dots on the impact map. |
| 1942 | Wannsee Conference organising the Final Solution. |
| 1945 | Death marches as camps were closed the surviving prisoner were moved. Camps were liberated as the war ended. |

KEY VOCABULARY/TERMS

Aryan, Untermensch - undesirables, Kristallnacht - Night of Broken Glass, Holocaust, Anti-semitism, Concentration camp, Zyklon B, Einsatzgruppen, Final Solution, Wannsee Conference, Ghetto.

Quiz questions

1. Name two Concentration camps.

2. Who led the SS?

3. What year did the Final Solution begin?

4. What does the term Kristallnacht mean?

5. List two ways Jews were discriminated against before WW2

6. How many people were trapped in Warsaw Ghetto?

7. What gas was used in the gas chambers?

8. How many people died during the Holocaust?

9. What year were the Nuremberg laws?

10. Apart from Jews, who else did the Nazis target?

11. When was Kristallnacht?

12. What did Jews have to wear to identify themselves?

13. When was the Berlin Olympics?

14. What was removed during the Olympics?

15. Where was the Warsaw Ghetto?

16. What did Oskar Schindler do?

17. Who was the architect of the Holocaust?

18. What were the Nuremberg laws?

Computer Science

9.2 Python

Overview

Python is a programming language that is a great language to start programming. Programming involves writing **algorithms** in a coding language to tell a device how to complete a task.



Print function

To output a message to the user you use the 'print()' function/ For example:

```
print("Hello world!")
```

You need to put any text between " " to show the device that it is plain text not a command.

What are variables?

You can use **variables** to store a value. This value can be a number, a character or a piece of text. A variable represent the value that is assigned to it, we assign values to with the equals sign (=)

life = 3

The variable 'life' is storing the player's current health in a game. Variables can be used within calculations. For example, if something hurt the player we could work out their remaining life using:

life = life - damage

This means that the value in 'life' is now equal to itself minus the value held in the variable 'damage'

A text variable works in the same way as a number variable, with a few differences:

- Text variables hold characters (letters, digits, punctuation).
- The data in text variables is placed in quotes.
- Arithmetic calculations cannot be performed on text variables.

For example:

name = "Bob"

Flow charts

A flow chart is a visual representation of an **algorithm**, they can be used to show an overview of a program. They use standard symbols to show different processes in an algorithm.

| Symbol | Name | Usage |
|--------|--------------|--|
| | Line | Represents the flow from one component to the next |
| | Process | An action |
| | Subroutine | Calls a subroutine |
| | Input/Output | An input or output |
| | Decision | A yes/no/true/false decision |
| | Terminator | The start or end of the process |



If statements

Selection statements require 'if' and 'else' to be created.

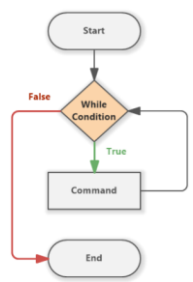
- 'if' is used to compare a variable to a condition. It is executed if the condition is met.
- 'else' is executed if the condition isn't met.
- 'elif' stands for 'else if' and can be used to add more branches with their own condition to a **selection**.

loops

A 'while loop' is an example of condition-controlled iteration. You use a **while** loop when you need to repeat something, but don't know how many times it will need to be repeated.

A while loop will continue to **iterate** until the condition is no longer met.

If you know exactly how many times it needs to iterate you can use a **count-controlled iteration**



Key terms

| | |
|---------------|---|
| Sequence | The order that statements are carried out and executed. |
| Selection | Process of making a decision |
| Iteration | Repeatedly executing a section of code. In programs iteration is often referred to as loops |
| Variable | A named memory address that holds a value |
| Decomposition | The process of breaking larger problems down into simpler ones |
| Execute | To carry out the instructions |
| Syntax Error | A mistake in the program that prevents it from running |
| Operator | A character that performs a function |
| Algorithm | A set of precise instructions |

Operators in Python

| | | | |
|----|--------------------------|---------|------------------------|
| == | equal to | a == 1 | Does a equal 1? |
| != | not equal to | b != c | Are b and c different? |
| < | less than | d < 3 | Is d less than 3? |
| <= | less than or equal to | d <= 3 | Is d at most 3? |
| > | greater than | d > 10 | Is d greater than 10? |
| >= | greater than or equal to | d >= 10 | Is d at least 10? |



Computer Science - 9.2 Python 1

What I need to know:

Python Programming

- What is an algorithm?
- What is a flow chart?
- What symbol is used to show a decision in a flow chart?
- What symbol is used to show the flow of a program in a flow chart?
- What term describes the repeated execution of a section of code?
- How is a value assigned to a variable?
- What are the differences between storing a number and storing text in a variable?
- What key words does an if statement contain?
- What operator is used to show 'equal to' in python?
- What operator is used to show 'not equal to' in python?
- What is an operator?
- What is the function of the >= operator?
- What words are used in a selection statement?
- What will happen if you have a syntax error in a program?
- In a Python program to add up two numbers, how many variables would you need to use?
- What can be stored in a variable?
- When would you use a 'while' loop in a Python program?
- What type of iteration is a 'while' loop?
- What does the 'print' command do in Python?
- What keyword is needed to add another branch to a selection command?
- What does 'x != y' mean in Python?
- What does 'executing' a program mean?
- What is the term for breaking a larger problem down into more manageable problems?

Decomposing the problem

Preparing a party



SCAN ME

Complete the code

```
num1 = input("Enter first number: ")
num2 = input(_____ )
_____ = num1 + num2
_____ (total)
```

Sequence the program

- else:
- print("num1 is greater")
- print("num2 is greater")
- If num1 > num2:

Programming constructs

| | Selection | Iteration |
|--|-----------|-----------|
| while x > 10: x = x - 1 print (x) | | |
| if age >= 18: print ("You're an adult") | | |

1 - Location

Asia is the largest of the seven continents in terms of both area and total population.

| Continent | Area (millions of square km) | Population (millions) |
|---------------|------------------------------|-----------------------|
| Asia | 44.6 | 4 300 |
| Africa | 30.1 | 1 111 |
| North America | 24.5 | 565 |
| South America | 17.8 | 407 |
| Antarctica | 13.2 | 0 |
| Europe | 9.9 | 743 |
| Oceania | 8.1 | 38 |

Asia has **land borders** with three continents: Europe, Africa and Oceania

Asia has **coastline** on three oceans: Pacific, Indian and Arctic

A number of countries are transcontinental. Russia, Turkey, Georgia, Azerbaijan and Kazakhstan have land in both **Asia and Europe**. Egypt has land in both **Asia and Africa**.

3 - Physical features

Asia has a wide range of biomes because of its size.

Starting at the Arctic Circle

Tundra: Freezing cold treeless plains. Permafrost melts in short summers

Taiga: Thick coniferous forest. Long cold winters and short damp summers.

Steppe: Grassland plains with little rain. Cold winters and hot summers

Temperate forest: Deciduous forest. Hot summers and cold winters. Wet all year.

Cold desert: Sparse vegetation. Very dry. Hot summers and very cold winters

Hot desert: Sparse vegetation. Very little rain. Hot during the day and cold at night.

Mountain: Altitude makes it too dry and cold for trees. At the highest points there are glaciers.

Tropical rainforest: Dense deciduous forest with high biodiversity. Hot and high rainfall all year.

Finishing at the Equator

4 - Human features

Asia's countries are grouped into six regions.

Central Asia: Not rich. Starting to exploit resources such as gas and oil.

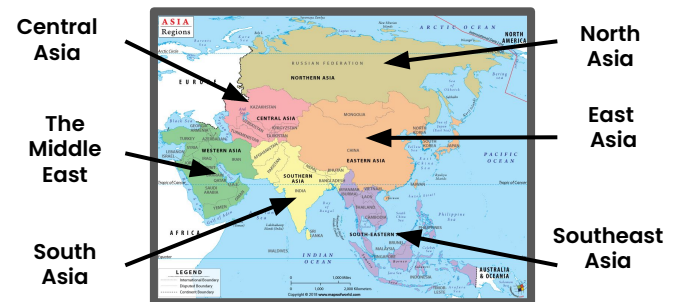
The Middle East: Some very wealthy countries. Have already exploited large reserves of oil and gas.

South Asia: The poorest region. Lots of manufactured goods are exported from India.

Southeast Asia: Economies depend on agriculture (rice and rubber). Industries are beginning to develop.

East Asia: The main industrial region. Goods are exported all around the world.

North Asia: This is Russia which exports oil and gas via pipelines to other countries.



5- Key terms

Transcontinental extending across two continents

Plain large area of flat land with few trees

Deciduous sheds its leaves once a year

Coniferous has cones and does not shed leaves in winter

Biodiversity the variety of plant and animal life found in a place

Region area with similar characteristics





1 - Location

1. What makes Asia the largest continent?
2. Name the seven continents.
3. List the continents on order of size by population.
4. List the continents in order of size by area.
5. Draw a bar chart to compare the areas of the continents.
6. Calculate the population density for each continent.
Population density = population ÷ area
7. Which continents does Asia have land borders with?
8. Which oceans does Asia have coastline on?
9. How many transcontinental countries are there in Asia?
10. Name a country which has land in both Asia and Europe.
11. Name a country which has land in both Asia and Africa.

3 - Physical features

1. Why does Asia have such a wide range of biomes?
 2. Which biomes have no trees?
 3. Which biomes are very dry?
 4. Which biomes are hot?
 5. Which biomes have deciduous trees?
 6. Which biomes have rain all year?
 7. What do hot and cold deserts have in common?
 8. Why is the Mountain biome so cold and dry?
 9. Which is the most biodiverse biome?
- Challenge - From your learning last year:**
10. Name other areas of the world which have the Tundra biome.
 11. Name some animals which are found in the Tundra biome.
 12. Describe how the animals have adapted to survive the harsh climate.

4 - Human features

1. How many regions are there in Asia?
 2. Why are some of the countries in The Middle East so wealthy?
 3. How is oil and gas transport from Russia to other countries?
 4. Which country makes up the North Asia region?
 5. Which region is the most important for industry?
 6. In which region is industry starting to develop?
 7. Which region is India in?
 8. Which region is starting to exploit oil and gas?
 9. In which region do countries depend on agriculture?
 10. Which regions have oil and gas?
 11. Which agricultural products are exported from Southeast Asia?
- Challenge - Your opinion:** Is exploiting oil and gas a sustainable economic activity? Give reasons for your answer.

5- Key terms

1. What does transcontinental mean?
2. What is a plain?
3. What is a deciduous tree?
4. What is a coniferous tree?
5. What is biodiversity?
6. What is a region?

RE Knowledge Organiser

Social injustice

Religion and Social Injustice

The term social justice means promoting a fair society by challenging injustice and valuing diversity. It also ensures that everyone has the same access to equal opportunities and rights.

Unfortunately, there are many people in the world who do not have social justice and do not have their basic needs and rights met. Christian churches are supportive of the fight against social injustice. There are many Christian charities and groups that fight hard to make the world a fairer place for everyone.

Some groups that fight social injustice around the world are:

The World Council of Churches aims to bring the different Christian denominations together. It tries to unite people who share the same faith, regardless of their denomination. Some of the work that the World Council of Churches does is to bring churches together following tragedies, and to help respond to world problems, such as helping with the arrival of asylum seekers.

Christian Muslim Forum

The main aims of the Christian Muslim Forum are to create an honest and open relationship between Christians and Muslims. They also aim to create a shared platform where both Christians and Muslims can work together, as well as with the wider community, to provide help for the common good. The CMF also help Christians and Muslims learn how best to respond to incidents or events that can often test the relationship between both faiths

Martin Luther King

Martin Luther King, Jr., was a Baptist minister and social rights activist in the United States in the 1950s and '60s. He was a leader of the American civil rights movement. He organized a number of peaceful protests as head of the Southern Christian Leadership Conference, including the March on Washington in 1963. He won the Nobel Peace Prize in 1964, and, at the time, he was the youngest person to have done so.

During his time protesting for equal civil rights in America, Martin Luther King Jr. used his Christian teachings to shape his arguments for equality. Both his father and maternal grandfather were Baptist preachers. His parents were college-educated, and King's father had succeeded his father-in-law as pastor of the prestigious Ebenezer Baptist Church in Atlanta. As King progressed through his school and university life he learned about Hindu activity, such as Mahatma Gandhi's philosophy of non-violence, something he insisted on during his protests. This was shown during a protest in Alabama in 1965. Heading a procession of 1,500 marchers, Black and white, he set out across Pettus Bridge outside Selma until the group came to a barricade of state troopers. But, instead of going on and forcing a confrontation, he led his followers to kneel in prayer and then unexpectedly turned back. This caused division between his followers, but showed King was committed to non-violence and used religion to guide his actions when challenging civil rights in America.



Liberation Theology

Liberation theology is a religious movement arising in late 20th-century Roman Catholicism and centred in Latin America. It sought to apply religious faith by aiding the poor and oppressed through involvement in political and civic affairs.

Liberation theologians believed that God speaks particularly through the poor and that the Bible can be understood only when seen from the perspective of the poor. They perceived that the Roman Catholic Church in Latin America was fundamentally different from the church in Europe—i.e., that the church in Latin America should be actively engaged in improving the lives of the poor. In order to build this church, base communities, which were local Christian groups, composed of 10 to 30 members each, that both studied the Bible and attempted to meet their parishioners' immediate needs for food, water, sewage disposal, and electricity.

Examples of Religious Racism

One extreme example of racism targetted at a religion is the Holocaust. The Holocaust was the systematic genocide committed by Nazi Germany in the late 1930s and early 1940s. This led to the killing of many people based on their race, sexual orientation and religion. It is estimated that between 6 - 9 million Jews were killed during the Holocaust in what remains the be one of the most extreme cases of religious racism in history.

In modern day society another example of religious racism is that China has been accused of committing crimes against humanity and possibly genocide against the Uyghur population and other mostly-Muslim ethnic groups in the north-western region of Xinjiang. This has been reported on globally although China denied all allegations.

KEY VOCABULARY/TERMS

Justice, Injustice, Oppression, Civic, Protest, Genocide, Minister, Mahatma Gandhi, Preacher, Social, Liberation Theology, Holocaust, Civil rights, Baptist, Christian Muslim Forum, The World Council of Churches, Uyghur, Allegation, Parishioner, Community, Ethnicity, Perspective, Asylum seeker

Quiz questions

What does social justice mean?

What was Martin Luther King Jr's job?

Who are the CMF?

Where is Libertarian Theology centred?

What do Libertarian Theologists believe the church in Latin America be actively engaged in?

What did Martin Luther King Jr. protest in America?

Name one extreme example of religious racism

What is the aim of the World Council of Churches?

How do Libertarian Theologians believe the Bible can only be understood?

What other branch of Christianity did Libertarian Theology originate from?

Which famous religious activist inspired Martin Luther King Jr?

What is the aim of the CMF?

What did Martin Luther King Jr. win in 1964?

What happened during a civil rights protest in Alabama in 1965?

What did base communities in Libertarian Theology aim to do?

Name one modern day example of religious racism

What did Martin Luther King Jr. insist during his protests

How many Jews were estimated to have been killed during the Holocaust?

INNOVATION

Natalie McIntyre

General information

A contemporary British artist based in Cambridge, England. She went to the Kent Institute of Art and Design in Canterbury to study on an Art foundation course and her first degree, where she specialised in Graphic Fine Art. After her degree she went on to study for a Masters degree at the Slade Art School in London, specialising in Fine Art Media. Both qualifications enabled her to work in drawing, printmaking, bookbinding, photography and installation.

Information about her art

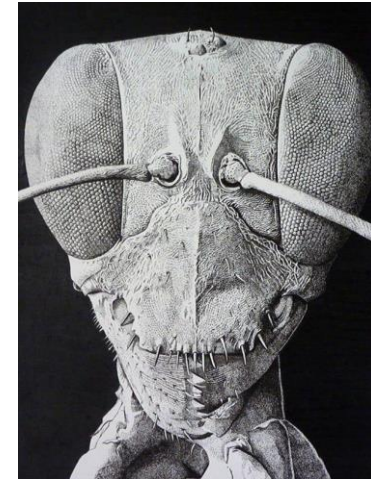
Natalie specialises in drawing insects.. Her meticulous life-sized drawings of butterflies and beetles look as if they could be studies drawn by natural history illustrators from earlier centuries. She looks at the insects with a scientific eye and draws every detail with meticulous accuracy. Some of these drawings have been left on a blank background to make the viewer concentrate on the fine detail of the insects. However she has also cut out other drawings and mounted them onto old book pages, to give her pictures an antiquarian effect.

KEY VOCABULARY

Contemporary - happening or beginning now or in recent times.

Meticulous - showing great attention to detail; very careful and precise

WORK EXAMPLE



Write 3 relevant facts about Natalie McIntyre

1.

2.

3.

Write the definitions for these words

Contemporary -

Meticulous -

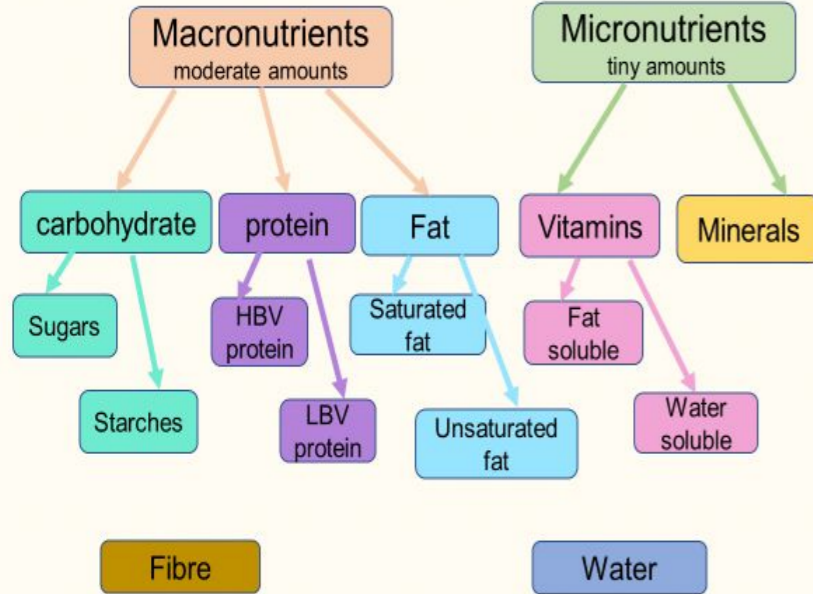
Write about your likes/dislikes of her art

Likes:

Dislikes:

Copy part of the picture in your book

Nutrients



Protein

What is the function of protein?

- Protein provides the amino acids for the body to grow especially in children and pregnancy
- Protein is used to repair body tissues after illness, injury or surgery
- Produces enzymes for digesting foods
- A secondary source of energy for the body
- Protein contains a variety of amino acids with different forms of protein containing all or some of the amino acids needed by the body

Types of protein.

Proteins : HBV

Proteins that contain all the amino acids needed by the body are called High Biological value HBV – all animal sources except soya



Proteins : LBV

Plant proteins that contain some of the amino acids needed are called Low Biological value LBV – all plant sources. By eating a variety of LBV you can get all the amino acids needed



Carbohydrate

What is the function of carbohydrate?

- Carbohydrate provides an important source of energy for the body.
- Carbohydrate provides 16kJ per gram which is used both for energy to move and be active as well as energy for body processes such as breathing, heart beating
- Vitamin B (thiamine and riboflavin) help release the energy to the body
- All carbohydrates are converted to **glucose** when digested and this is converted to energy
- If the energy is not used up then it is stored as body fat

Carbohydrate Types

Carbohydrates: Sugars

- Sugar gives a fast release of energy that means your blood sugar levels go up
- Some foods contain natural sugars such as milk, fruit & honey.



Many foods such as fizzy drinks, cakes, biscuits & jam contain added table sugars. This is the sugar that can be bad for our health and our teeth!



Carbohydrate Types

Carbohydrates: Starches

Starchy foods provide a slow release of energy and help our blood sugar levels stay the same so we don't feel tired. (Also known as complex carbohydrates)



KEY VOCABULARY/TERMS

High biological value, Low biological value, complex, complimentary, protein, carbohydrate, essential, starch

Protein

Carbohydrate

What is the role of protein in the body?

What is the role of carbohydrate in the body?

What is the difference between LBV and HBV proteins?

What is the difference between simple and complex carbohydrates?

What is the reference intake (RI) for protein?

Identify some food sources of simple and complex carbohydrates.

Identify some food sources of LBV and HBV proteins.

What happens if you don't eat enough/too much carbohydrate?

How do some people become protein deficient?

Are there any health problems associated with carbohydrate based foods?

What are the health problems if you become protein deficient?

What is the reference intake (RI) for carbohydrate?

KEY VOCABULARY/ TERMS

Learn the spelling of each word and look up any you do not know.

High biological value

Low biological value

Complex

Complimentary

Amino Acid

Essential

Starch

Deficient

Simple

Protein

Carbohydrate

Reference intake (RI)

KS3 | LEADERSHIP HEART



Big picture: To lead with confidence creating practices from given scenarios to improve specific skills

| Expectations | Scenario | Progression | Feedback |
|--------------|----------|-------------|----------|
|--------------|----------|-------------|----------|

Objective of Leadership
Leading group tasks including a warm up to build confidence.

3 Stage warm-up

Pulse Raiser
This is light exercise that slowly increases the heart rate and gradually increases body temperature. For example, jogging, skipping, cycling.

Stretch
Muscles is deliberately flexed or stretched in order to improve the muscle's felt elasticity and achieve comfortable muscle tone. The result is a feeling of increased muscle control, flexibility, and range of motion.

Sports Specific
This will allow you to simulate at low intensity the movements you are about to perform at higher intensity during your chosen activity.

How to the session started

Organising your group
Organise your group into the coloured bibs



Lead as a group
Discuss as a group how you can lead the activity.



Set up
Set up the activity based on the scenario given.




How to end the session




Consolidate - discuss the session and give feedback to students.


Discussion
Discuss how you can progress the drill
This involves taking a higher level of a desired skill.



This is a simple shooting drill with no pressure.




Adding a defender could be a progression in this drill to make it more difficult.



Confidence


Self confidence gives athletes the belief that they can do anything. Leaders need to be confident in their sessions and their abilities.



Feedback on how your group have performed based on the scenario. What went well or what could be improved?

Peer Feedback
Peer assessment or peer review provides a structured learning process for students to critique and provide feedback to each other on their work.

Self Feedback
This is the process of providing feedback for one self in detail on a performance or task in relation to a certain criteria. For example, analysing your own leadership performance and looking for areas to improve for next time.



HOMework | SUPPORT | UNDERSTANDING

These questions, key terms and links can all be used for homework/home learning on this topic

Key Questions



1. What is the acronym for the shooting technique?
2. What are the 3 components of a warm up?
3. What activities are involved in a pulse raiser?
4. What dynamic stretches can be performed during the 2nd stage?
5. What does sports/activity specific mean?
6. Why is it important to warm up correctly?
7. What is a scenario?
8. What are the key parts of the scenario?
9. How do you show self-confidence?
10. What is the difference between self and peer feedback?

Key Terms



Warm-Up - noun

A period or act of preparation for a match, performance, or exercise session, involving gentle exercise or practice.

Pulse Raiser - noun

This is light exercise that slowly increases the heart rate and gradually increases body temperature

Stretching - noun

Stretching is a form of physical exercise in which a specific muscle or tendon (or muscle group) is deliberately flexed or stretched in order to improve the muscle's felt elasticity and achieve comfortable muscle tone. The result is a feeling of increased muscle control, flexibility, and range of motion.

Dynamic Stretching - noun

Dynamic stretching involves making active movements that stretch the muscles to their full range of motion.

Feedback - noun

Information about reactions to a product, a person's performance of a task, etc. which is used as a basis for improvement.

Confidence - noun

a feeling of trust in one's abilities, qualities, and judgement.

Youtube Links



<https://youtu.be/HH32ZM0qm2s> LINK

<https://youtu.be/ejiuZsEVhrw> LINK

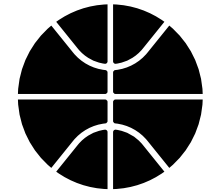
<https://youtu.be/tZg3H3y7sOg> LINK

<https://www.youtube.com/watch?v=G2HRt2-wZ-s> LINK

<https://www.youtube.com/watch?v=tmKReusF9MY> LINK

KS3 | BASKETBALL SKILLS & TACTICS

Big picture: To develop knowledge and understanding of the complex skills in Basketball



Shooting

"BEEF" is an acronym for the four major components of correct shooting.

It stands for **B**alance, **E**yes, **E**lbow, and **F**ollow-through.

Balance

Feet are shoulder width apart for good balance. Your knees should be slightly bent.



Eyes on the prize

Your elbow should be at a 90 degree angle. Your strong hand should be slightly under the ball with your weak hand at the side.



Elbow

Your eyes should always be looking at the target (basket).



Follow through

The shooting arm should extend towards the basket and flick the wrist as the ball is released.



Lay Up

A layup is considered the easiest shot in basketball, because it's taken so close to the basket

- 1) Dribble close to the basket with your right hand approaching from the side.
- 2) Step towards the basket with your right foot.
- 3) Take off from your left foot.
- 4) Release the ball at the highest point aiming for the back board square.



A lay up sequence

Marking (Defence)

Man Marking

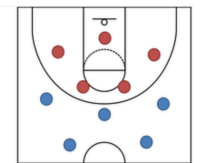
- Defenders are matched up against attackers.
- Players are matched up against size and ability.

Zonal Marking

- Defenders are responsible for an area in or around the D.
- If an attacker comes into that area they are responsible for that player.



Man Marking



Zonal Marking

Rebound/Fast Break

A **rebound** in basketball is a player retrieves the ball after a missed shot.

A **fast break** offensive team rushes the ball up-court to get a good shot before the defence can get set.

HOMework | SUPPORT | UNDERSTANDING

These questions, key terms and links can all be used for homework/home learning on this topic

Key Questions



1. What is the acronym for the shooting technique?
2. Describe each part of the shooting technique?
3. Why is the lay up considered the easiest way to score?
4. Describe how to perform a lay up listing each teaching point.
5. Describe how to perform man marking.
6. Describe how to perform zonal marking.
7. Explain the difference between man marking and zonal marking.
8. What are the benefits of zonal marking?
9. What is a rebound?
10. Describe how to carry out a fast break.
11. Why might zonal marking be more favourable than man marking?
12. When would you use man marking in a game situation? You may need to research this.

Key Terms



Shooting - noun

An act of scoring or attempting to score .

Lay up - noun

A one-handed shot made from near the basket, especially one that rebounds off the backboard.

Marking - noun

The act of sticking with a player to avoid opposition from gaining any advantage

Zonal - noun

Zonal marking is a defensive strategy with which teams prioritise controlling and defending spaces rather than matching the opposition player for player.

Rebound - noun

the ball becoming available for possession by either opponent after an attempt to put the ball in the basket has been unsuccessful.

Skill - noun

The ability to do something well

Tactic - noun

An action or strategy carefully planned to achieve a specific end.

Strategy - noun

A plan of action designed to achieve a long-term or overall aim.

Youtube Links



Shooting Technique- [LINK](#)

Shooting and Rebound Drill [LINK](#)

Lay Up drill [LINK](#)

Man Marking [LINK](#)

Zonal Marking [LINK](#)

Rebound [LINK](#)

Fast Break [LINK](#)

Fast Break Drill [LINK](#)

Inspiration – Pop Art/ Modern Pop Art

Andy Warhol – One of your main inspirations are his portraits of famous people.

Andy Warhol - 1928 – 1987 was part of the pop art movement. He was famous for exploring popular culture in his work, using brands like Coca Cola and Campbell's Soup. Warhol liked to use bright colours and silk screening techniques to mass-produce artworks based on photographs of celebrities, like this famous image of Marilyn Monroe.



Banksy – His famous stencil graffiti artwork will help develop the image of your hero.

Banksy is the pseudonym of a "guerrilla" street artist known for his controversial, and often politically themed, stencilled pieces.

Banksy's worldwide fame has transformed his artwork from acts of vandalism to sought-after high art pieces.



KEY VOCABULARY

Aesthetics, experiment, durability, rigid

Materials

Where does plastic come from?

Plastics can be either found in natural substances or may be man-made. Most of the plastics used today are man-made. Man made plastics are formed using crude oil.

Different types of plastics.

Plastics fall into two categories, Thermoplastics and Thermosetting plastics.

Thermoplastics – can be reheated and moulded into shape over and over again. The majority of these plastics are recyclable.

Thermosetting plastics – can only be moulded into shape once. They are good electricity insulators so are commonly used in the casing of electrical products. These plastics are generally non-recyclable.

Hero clock materials : Acrylic, Vinyl. (thermoplastics)

Properties of Acrylic –

- Rigid
- good impact strength.

Properties of Vinyl –

- Strong
- Durable
- Flexible



ASSESSMENT CRITERIA

Competence - How you complete and improve your work using the project activities.

Technical ability – How you have used your CAD skills accurately and experimented with the function of your final design.

Artists

What stands out about the artwork of Andy Warhol?

.....
.....

What features of his work specifically inspire this project?

.....
.....

What stands out about the work of Banksy?

.....
.....

What features of his work specifically inspire this project?

.....
.....

Manufacture

How are you going to manufacture your final product?

.....
.....

What specific machines will you use?

-
-

Give three advantages of using CAM to manufacture your product.

-
-
-

Materials

How are plastics formed?

.....
.....

What are the two different types of plastics?

-
-

What are the two differences between the different plastic types?

-
-

Project specific materials

What are the main properties of acrylic?

-
-

What are the main properties of Vinyl?

-
-

What standard forms are these materials available in?

.....
.....



Key Vocabulary

Embroidery foot- this allows the fabric to be moved around the sewing machine easily.

Reinforced/stabilised – the fabric is strengthened using bondaweb or interfacing so that it doesn't crease when being sewn.

Bobbin – the piece of equipment that holds the lower thread

Feed dog – the part of the sewing machine that moves up and down under the fabric and moves the fabric along and through the machine.

Instructions

1. Locate the screw that attaches the presser foot to the machine
2. Replace existing foot with free embroidery foot and screw tightly into place
3. Always make sure fabric used for free embroidery is either stretched in a frame or reinforced with interfacing
4. Before you start pull the bottom bobbin thread up

Answer the following questions in your reflection log.

Explain what an embroidery foot is used for.

Why is it important that the feed dogs are down when doing free motion embroidery?

Why does the fabric need to be stabilised when working on free motion embroidery?

Identify two other methods of stabilising fabric for free motion embroidery.

What is a bobbin?

Extension task

Draw and label the parts of a sewing machine.

Free machine embroidery challenge

Use free motion embroidery to recreate one of the sketches in your sketchbook, or use a biro to shade the image.

