KNOWLEDGE ORGANISER

UNITY
ACADEMY BLACKPOOL

Name:

Tutor Group:

Academic Year:
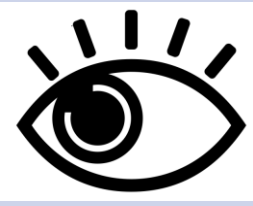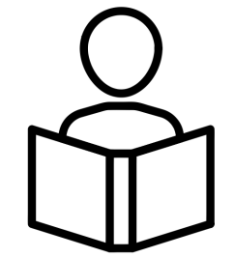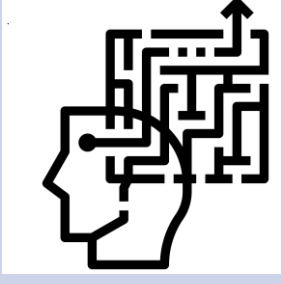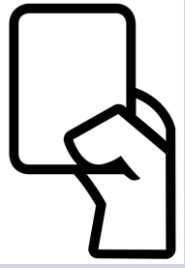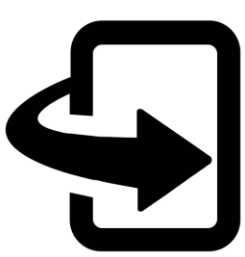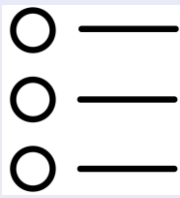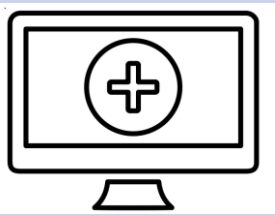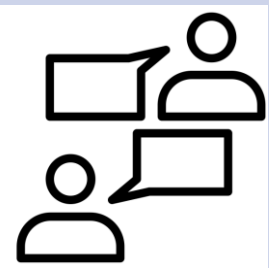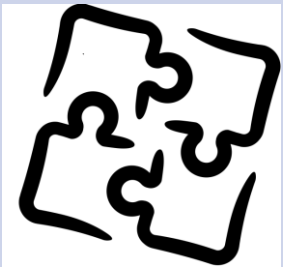
How to use your Knowledge Organiser

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

CORE

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Essential knowledge
- Use square and square roots
- Identify the hypotenuse
- Determine whether a triangle is right-angled
- Calculate the hypotenuse
- Find a missing side in a right angled triangle
- Use Pythagoras' theorem on coordinate axes

Key Vocabulary

Square number: the output of a number multiplied by itself
Square root: a value that can be multiplied by itself to give a square number
Hypotenuse: the largest side on a right angled triangle. Always opposite the right angle.
Opposite: the side opposite the angle of interest
Adjacent: the side next to the angle of interest

Prior learning links

Understanding square numbers (Y5 and Y6)
Substitution (Y7)
Solve algebraic equations (Y8)

Squares and Square Roots

1×1 2×2 3×3 4×4
= 1   = 4   = 9   = 16

$5^2 = 25$

$\sqrt{25} = 5$

Identifying the Hypotenuse
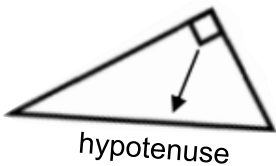
hypotenuse

The hypotenuse is always the longest side on a triangle because it is opposite the biggest angle.

Determine if a Triangle is Right-Angled

If a triangle is right-angled, the sum of the squares of the shorter sides will equal the square of the hypotenuse.
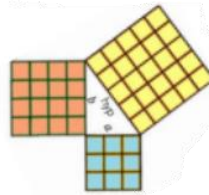
$a^2 + b^2 = hypotenuse^2$

e.g. $a^2 + b^2 = hypotenuse^2$
$3^2 + 4^2 = 5^2$
$9 + 16 = 25$

a = 3   b = 4   c = 5

Substituting the numbers into the theorem shows that this is a right-angled triangle

Calculate the Hypotenuse

3cm   b   6cm
a
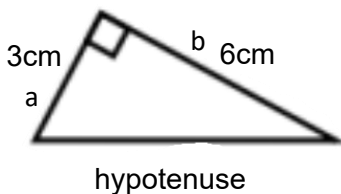
hypotenuse

Either of the short sides can be called a or b

$a^2 + b^2 = hypotenuse^2$

Step 1- Substitute in the values for a and b

$3^2 + 6^2 = hypotenuse^2$

$9 + 36 = hypotenuse^2$

$45 = hypotenuse^2$

Step 2- To find the hypotenuse, square root the sum of the squares of the shorter sides.

hypotenuse = $\sqrt{45}$

hypotenuse = 6.71 cm

Calculate a Missing Side

15cm
hypotenuse   b
a   12cm

$a^2 + b^2 = hypotenuse^2$

Step 1- Substitute the given values

$12^2 + b^2 = 15^2$

$144 + b^2 = 225$

Step 2- Rearrange and solve the equation

$144 + b^2 = 225$
-144   -144
$b^2 = 81$
$\sqrt{}$ $\sqrt{}$
b = 9cm
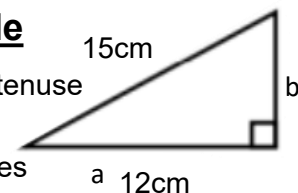
Prior learning links

If 3² = 9 then √9 = 3

Complete the sentences…

If 4² = 16 then √16 = __

If 5² = __ then √__ = 5

If __² = 36 then √36 = __

If __² = __ then √100 = __

Key Vocabulary

Define the following key words:

Square number:

Square root:

Hypotenuse:

Determine if a Triangle is Right-Angled

Show that this triangle contains a right-angle

8cm, 17cm, 15cm

Identifying the Hypotenuse

Identify the hypotenuse on each of these right-angled triangles

Calculate the Hypotenuse

Calculate the hypotenuse of each of these triangles

3 cm, 4 cm

5 cm, 3 cm

3 cm, 6 cm
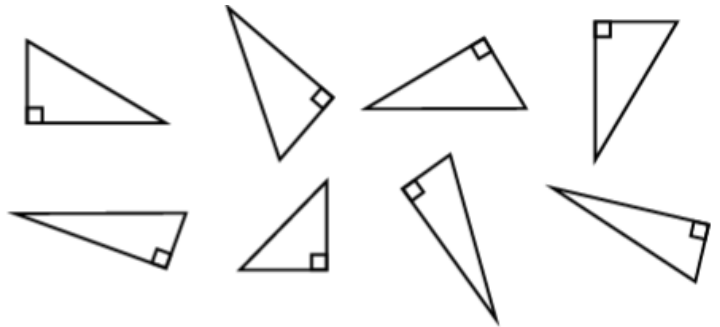
Calculate a Missing Side

Calculate the missing sides of each of these triangles

15 cm, 12 cm

33 cm, 65 cm
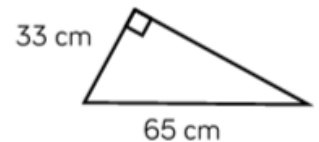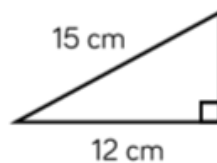
Problem Solving

Calculate the area of each of these triangles
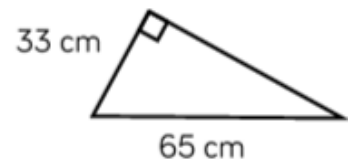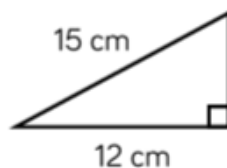
15 cm, 12 cm

33 cm, 65 cm

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Essential knowledge

- Elements are organised in the periodic table
- The position on the periodic table tells us about the physical and chemical properties of an element
- The historical development of the periodic table and models of atomic structure provide good examples of how scientific ideas and explanations develop over time
- The arrangement of elements in the modern periodic table can be explained in terms of atomic structure

Key Vocabulary

- Atom
- Element
- Compound
- Mendeleev
- Isotope
- Proton
- Neutron
- Electron

Prior learning links

- An atom is the smallest part of an element that can exist
- An atom consists of three sub-atomic particles called protons, neutrons and electrons
- Protons and neutrons are found in the nucleus
- Electrons are found orbiting the nucleus on the shells
- Protons have a charge of +1, neutrons have a charge of 0 and electrons have a charge of -1
- Mendeleev developed an early version of the periodic table
- He arranged elements in order of atomic weight
- He left gaps for undiscovered elements

Atomic Structure

Subatomic particle	Location	Mass	Charge
Proton	Nucleus	1	+1
Neutron	Nucleus	1	No charge
Electron	Shells	0 (negligible)	-1
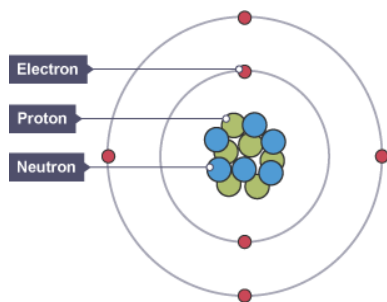
Electron Configuration

- The number of protons and electrons in an atom are the same
- The electron number is the smaller number on the periodic table
- 2 electrons can go on the first shell
- 8 electrons can go on the second shell
- 8 electrons can go on the third shell
- For example sodium has 11 electrons so its electron configuration is 2, 8, 1
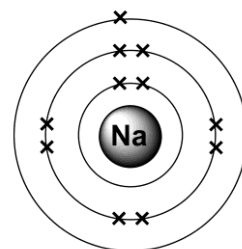
Period Table

- The early periodic table was developed by Mendeleev
- He arranged elements with similar chemical properties together and in order of atomic weight
- When an element did not fit his pattern, he left a gap
- The modern periodic table is in order of atomic number
- The columns represent the groups and the rows represent the periods
- The group number tells you how many electrons are in the outer shell of an atom

Isotopes

- An isotope of the same element has the same number of protons but a different number of neutrons. For example:

$^{6}_{3}Li$ $^{7}_{3}Li$ $^{8}_{3}Li$
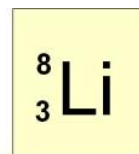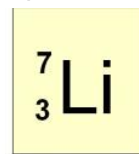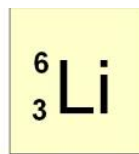
Transition Metals

- Are harder than group 1 metals
- Are more dense than group 1 metals
- Are less reactive than group 1 metals
- Form coloured compounds

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Essential knowledge

- Elements are organised in the periodic table
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- The arrangement of elements in the modern periodic table can be explained in terms of atomic structure

Key Vocabulary

Which key word:
1. Has a positive charge?
2. Is found on the shells in an atom?
3. Is the scientist who developed the early periodic table?
4. Is the name of a different version of the same element with the same number of protons but different number of neutrons?

Prior learning links

- What is an atom?
- Name the three sub-atomic particles in an atom.
- Where are protons and neutrons found in an atom?
- Where are electrons found in an atom?
- State the charges on all three sub-atomic particles.
- What is the name of the scientist who developed the early periodic table?
- How did he arrange the early periodic table?
- Why did he leave gaps in the periodic table?

Atomic Structure

Subatomic particle	Location	Mass	Charge
Proton			
Neutron			
Electron			

1. Complete the table above.
2. Label the parts of the atom on the diagram.
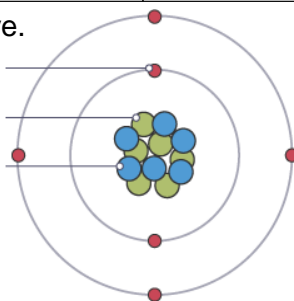
Electron Configuration

1. If an atom has 13 protons, how many electrons will it have?
2. Which number is the number of electrons on the periodic table: atomic number or mass number?
3. How many electrons can go on each shell?
4. Complete the electron structure diagrams below.
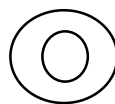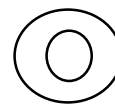
Lithium (2, 1)   Carbon (2, 4)   Sodium (2, 8, 1)
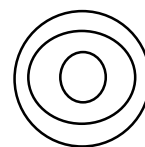
Period Table

1. Name the scientist who developed the early periodic table.
2. Describe how he arranged the periodic table.
3. Why did he leave gaps in the periodic table?
4. How is the modern periodic table ordered?
5. What is the name given to the columns?
6. What is the name given to the rows?
7. What does the group number tell you about an atom?

Isotopes

1. Define an isotope.
2. How many protons and electrons does lithium have?

$^{6}_{3}Li$ $^{7}_{3}Li$ $^{8}_{3}Li$
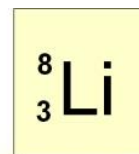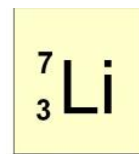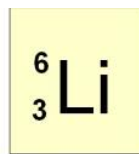
Transition Metals

1. Compare the differences between the transition metals and group 1 metals. Give three differences.

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Essential knowledge

- Structural differences between different types of cells enables them to perform specific functions
- For an organism to grow, cells must divide by mitosis producing two new identical cells
- Stem cells retain their ability to develop into a range of different types of cells
- Diffusion is the movement of particles from an area of high concentration to low concentration

Key Vocabulary

Eukaryotic
Prokaryotic
Stem cell
Differentiation
Diffusion
Osmosis

Prior learning links

- Animal cells have the following organelles; nucleus, cell membrane, cytoplasm, mitochondria and ribosomes.
- Cells are too small to be seen with the naked eye and require a microscope to view
- Plant cells have the same organelles as animal cells plus cell wall, a permanent vacuole and chloroplasts.
- Diffusion is the movement of particles from an area of high concentration to an area of low concentration
- Specialised cells have features that allow them to perform a specific function e.g sperm cell

Animal Cells

- The nucleus to controls the cells activities
- The cell membrane allows substances into and out of the cell
- The cytoplasm is where the chemical reactions take place
- The mitochondria is the site of respiration
- Protein synthesis takes place in the ribosomes
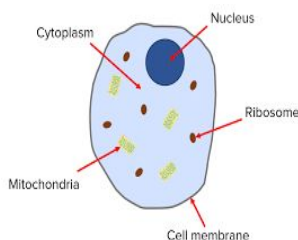
Plant Cells

- Plant cells have a cell wall, vacuole and chloroplasts, whereas animal cells do not
- A cell wall strengthens and protects the cell
- The vacuole contains cell sap and nutrients
- The chloroplasts contain chlorophyll which absorbs light energy from the Sun for photosynthesis
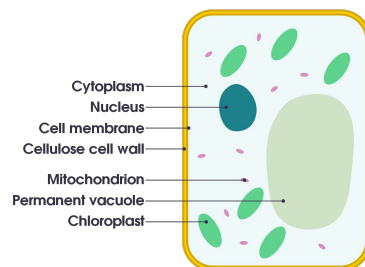
Mitosis

- Cells divide when an organism grows and needs to replace damaged cells
- Stage 1 of the cell cycle - the cell grows and replicates subcellular structures, including the chromosomes
- Stage 2 - One set of chromosomes are pulled to each end of the cell and the nucleus divides
- Stage 3 - The cell membrane splits to form two new identical daughter cells

Stem cells

- Stem cells are unspecialised cells that can differentiate into many different types of cells
- Stem cells can be found in the bone marrow of adults and in embryos
- Stem cells can be found in the meristems of plants
- Stem cells can be used in the treatment of conditions such as paralysis and diabetes
- There are some ethical and religious reasons why some people object to the use of stem cells
- There are some risks to the use of stem cells such as viral infection transfer

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Essential knowledge

- Structural differences between different types of cells enables them to perform specific functions
- For an organism to grow, cells must divide by mitosis producing two new identical cells
- Stem cells retain their ability to develop into a range of different types of cells
- Diffusion is the movement of particles from an area of high concentration to low concentration

Key Vocabulary

Which keyword:
1. Describes a cell that has the ability to develop into many other types of cells?
2. Describes the movement of water from a high to low concentration?
3. Is an animal cell an example of?

Prior learning links

1. Name the organelles that are found in animal cells
2. Why can cells not be seen with the naked eye?
3. Name the apparatus that you would use to view cells
4. Name three organelles found in plant cells but not in animal cells
5. Define diffusion
6. What are specialised cells?
7. Give an example of a specialised cell

Animal Cells

1. State the function of the nucleus
2. State the function of the cell membrane
3. What is cytoplasm?
4. Which process occurs in the mitochondria?
5. Where, in the cell, does protein synthesis occur?
6. Label the nucleus, mitochondria, cell membrane, ribosomes and cytoplasm on the diagram
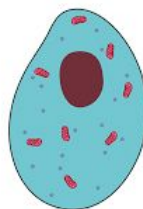
Plant Cells

1. State the function of the cell wall
2. What does cell sap contain?
3. Name the green pigment found in chloroplasts
4. What is the function of the chlorophyll?
5. Which process takes place in the chloroplasts?
6. Label the cell wall, vacuole and Chloroplasts on the diagram

Mitosis

1. State two reasons why a cell may need to divide
2. During which stage of the cell cycle does the cell grow?
3. What structures within the cell need to be replicated during stage 1 of the cell cycle?
4. Describe what happens during stage 2 of the cell cycle
5. What happens to the cell membrane during stage 3 of the cell cycle?
6. How many identical daughter cells are produced during mitosis?

Stem cells

1. What are stem cells?
2. State where stem cells can be found in adults
3. State another source of human stem cells
4. Where can stem cells be found in plants?
5. Name two conditions that stem cells have been used to treat.
6. State a reason why some people may object to the use of stem cells
7. State a risk of using stem cells

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Essential knowledge

- The concept of energy emerged in the 19th century.
- Energy became a key tool for understanding chemical reactions and biological systems.
- Limits to the use of fossil fuels and global warming are critical problems for this century.
- Physicists and engineers are identifying ways to reduce our energy usage

Key Vocabulary

- System
- Efficiency
- Power
- GPE
- KE
- Thermal conductivity
- Dissipated
- Transfer

Prior learning links

- Energy can be stored or transferred
- When energy is transferred, some of this is useful, some of this is wasted
- Energy is not created or destroyed, just transferred from one form to another – this is known as the law of conservation
- Thermal energy is transferred by conduction, convection or radiation
- Electricity is generated from a range of resources
- Fossil fuels and nuclear fuels are non-renewable
- Renewable resources include tidal, wave, HEP, geothermal, wind, solar and bio-fuels

Energy stores and transfers

- A system is an object or group of objects. There are changes in the way energy is stored when a system changes.
- There are eight energy stores:

Gravitational potential energy	Nuclear energy
Kinetic energy	Chemical energy
Electric-magnetic energy	Vibrational energy
Elastic potential energy	Thermal energy

- There are four energy transfers:

Heating by particles	Mechanical working
Heating by radiation	Electrical working

- Energy is **conserved** – it is not created or destroyed, just **transferred** from one store to another
- Energy is often 'wasted' (**dissipated**) to the surroundings as thermal energy
- **Lubrication** and **insulation** are methods to reduce energy loss
- The higher the thermal conductivity, the higher the rate of energy transfer across the material

Key equations in energy

$$power = \frac{work\ done}{time}$$
$$\left[P = \frac{W}{t} \right] \qquad power = \frac{energy\ transferred}{time}$$
power, P, in watt $\left[P = \frac{E}{t} \right]$
energy transferred, E, in joules, J
time, t, in seconds, s
work done, W, in joules, J

$$kinetic\ energy = 0.5 \times mass \times (speed)^2$$
$$\left[E_k = \frac{1}{2} m v^2 \right]$$
kinetic energy, E_k, in joules, J
mass, m, in kilograms, kg
speed, v, in metres per second, m/s

$$g.p.e. = mass \times gravitational\ field\ strength \times height$$
$$[E_p = m g h]$$
gravitational potential energy, E_p, in joules, J
mass, m, in kilograms, kg
gravitational field strength, g, in newtons per kilogram, N/kg (In any calculation the value of the gravitational field strength (g) will be given).
height, h, in metres, m

$$efficiency = \frac{useful\ output\ energy\ transfer}{total\ input\ energy\ transfer}$$

Efficiency may also be calculated using the equation:

$$efficiency = \frac{useful\ power\ output}{total\ power\ input}$$

National and global energy resources
- A **renewable resource** is one that is being (or can be) **replenished** as it's used
- Energy resources are used for transport, generation of electricity and heating
- Example of non-renewable resources include fossil fuels (coal, gas and oil) and nuclear
- Renewable resources include solar, wind, bio-fuel, hydro and geothermal

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Essential knowledge

- The concept of energy emerged in the 19th century.
- Energy became a key tool for understanding chemical reactions and biological systems.
- Limits to the use of fossil fuels and global warming are critical problems for this century.
- Physicists and engineers are identifying ways to reduce our energy usage

Key Vocabulary

Which key word:
1. Is an object or group of objects?
2. Is defined as the rate at which energy is transferred or the rate at which work is done?
3. Is the energy of a moving object?
4. Describes how energy can be 'lost' to the surroundings?

Prior learning links

1. Energy can be _____ or _____
2. Describe what happens when energy is transferred
3. What does the law of conservation mean?
4. What are the ways thermal energy can be transferred?
5. Examples of non-renewable energy resources include?
6. Examples of renewable energy resources include?

Energy stores and transfers

1. What is a system?
2. List the eight energy stores:

3. List the four ways energy is transferred:

4. What does the conservation of energy mean?
5. What does dissipated mean?
6. How is most energy wasted to the surroundings?
7. What method could be used to reduce energy loss in the roof of a house?
8. What method could be used to reduce energy loss in a car engine?
9. What does it mean when a material has a higher thermal conductivity?

Key energy equations

1. What is the unit for energy?
2. What is the unit for power?
3. A motor transfers 100 joules to lift a load. The load is raised in 20 seconds. Calculate the power
4. A car has a mass of 500kg and travels at 15m/s, calculate the kinetic energy it has
5. A 70kg man climbs some stairs that have a height of 4 metres. Calculate the GPE the man has. (Gravitational field strength is 9.8 N/kg)
6. Calculate the efficiency of an LED bulb when 70 joules of energy is transferred to 55 joules useful light energy

National and global energy resources

1. What is a renewable energy resource?
2. Give three examples of what energy resources are used for?
3. Coal, gas and oil are examples of what?
4. Is nuclear fuel renewable or non-renewable?
5. List three examples of renewable energy resources.

Year 9, Unit 3: Marginalised Voices – The Hate U Give

Essential Knowledge

Key Terms

Author's intent	Authorial intent refers to **the effect the author wants their work to have on an individual or on society as a whole.**
Racial Prejudice	Racial prejudice is a dislike of a particular group of people or things due to race, or a preference for one group of people or things over another due to race**.**
Institutional or systemic Racism	The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin. It can be seen in any processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.
Civil rights	Guarantees of equal social opportunities and equal protection under the law, regardless of race, religion, or other personal characteristics. Examples of civil rights include the right to vote, the right to a fair trial, the right to government services, the right to a public education, and the right to use public facilities.
Social injustice	When a group with wealth, power, or authority gives preferential treatment to its own group over members of another group, social injustice occurs.

Rhetoric

Aristotle believed there were branches of rhetoric
Deliberative – focuses on what will happen in the future. Deliberative advice is either exhortation or discussion based. **Ethos, Pathos and Logos sit under this.**
Judicial – Past – used in law courts. This is either as an accusation or in defence.
Epideictic – Present – celebration weddings/eulogies. To praise or blame

Structural Techniques

Juxtaposition	Two things being seen or placed close together with contrasting effect
Flashback	Part of a story, play or film that goes back to events in the past.
Cyclical Structure	When a text begins and ends in a similar place.
Foreshadowing	When a text hints at something that will happen later in the story.
Backstory	Things that have happened to someone before you first see or read about that person in a film or story.
Climax	The highest point of tension or drama in a narrative plot.

Narrative Voice

First person	A character within the story is telling the story. Some of the main personal pronouns used are I, my, me, we.
Second person	Not commonly used by writers. The personal pronouns you and your are used throughout.
Third person	Story is being told by the voice of someone who is not a character in the story. The main personal pronouns used are she, he and they.
Third person omniscient	An all knowing narrator. Main pronouns used, she, he and they.

Prior Learning
Rhetorical sentence structures (year 7 and 8)
Anaphora – Repetition at the start of a sentence.
Epiphora – Repetition at the end of a sentence.
Anadiplosis – Repetition of the last word in a clause and the first word in the next
Symploce – Repetition of the same word or phrase at the beginning and the end of the clause or sentence.
Polysyndeton – Several conjunctions in close succession.
Bathos - Sudden change from a beautiful or important to a silly or very ordinary one, when not intended.
Pun - Humorous use of a word or phrase that has several meanings.

Quizzing and Home Study Tasks	
Author's intent	Considering the text THUG – what do you think is the authorial intent? Thinking back over the other texts you have read, what was could have been the authorial intent?
Racial Prejudice	Explain what racial prejudice means. Where have you seen this? How might this link to the book THUG?
Institutional or systemic Racism	Explain what institutional racism means. Where might this the seen in THUG? https://www.bbc.co.uk/newsround/56591022
Civil rights	https://www.bbc.co.uk/bitesize/guides/zcpcwmn/revision/1 Explain what civil rights are. What is protected under civil rights legislation?
Social injustice	https://www.bbc.co.uk/bitesize/topics/znbrpg8/articles/z42khbk Explain what social injustice means. How can it be linked to the texts we are studying?

Narrative Voice –Define each narrative voice and explain why each may be used.	
First person	
Second person	
Third person	
Third person omniscient	

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Prior Knowledge

Looking for patterns in language:

Try to make links as you're learning French. Look for patterns to help you memorise things. Think about why you're using a particular article. If you're not sure, check the gender in a wordlist or a dictionary.

	singular			plural
	masculine	feminine	before vowel sound	
the	le	la	l'	les
a	un	une	un/une	des
to the	au	à la	à l'	aux

Quelle est la date?

janvier	avril	juillet	octobre
février	mai	août	novembre
mars	juin	septembre	décembre

Les numéros

1 un	11 onze
2 deux	12 douze
3 trois	13 treize
4 quatre	14 quatorze
5 cinq	15 quinze
6 six	16 seize
7 sept	17 dix-sept
8 huit	18 dix-huit
9 neuf	19 dix-neuf
10 dix	20 vingt

30 trente
40 quarante
50 cinquante
60 soixante
70 soixante-dix
80 quatre-vingt
90 quatre-vingt-dix
100 cent

The Count COUNTS

Mon pays, c'est ...
Je suis ...
écossais / gallois / français
anglaise / irlandaise / belge

Là où j'habite • Where I live

Qu'est-ce qu'il y a ... ?	What is there ... ?
Il y a ...	There is ...
un café	a café
un centre commercial	a shopping centre
un centre de loisirs	a leisure centre
un château	a castle
un cinéma	a cinema
une église	a church
un hôtel	a hotel
un marché	a market
un parc	a park
un restaurant	a restaurant
un stade	a stadium
une patinoire	an ice rink
une piscine	a swimming pool
des magasins	shops
des musées	museums
Il n'y a pas de ...	There isn't a ... / There are no ...

Qu'est-ce que tu manges? • What do you eat?/ What are you eating?

Je mange ...	I eat/I'm eating ...
du fromage	cheese
du poisson	fish
du poulet	chicken
du steak haché	beefburger
du yaourt	yoghurt
de la pizza	pizza
de la purée de pommes de terre	mashed potatoes
de la glace à la fraise	strawberry ice-cream
de la mousse au chocolat	chocolate mousse
de la tarte au citron	lemon tart
des crudités	chopped, raw vegetables
des frites	chips
des haricots verts	green beans
Bon appétit!	Enjoy your meal!

Les régions

la location	the location
la langue	the language
le plat typique/traditionnel	the typical/traditional dish
un événement typique/traditionnel	a typical/traditional event
le symbole régional	the regional symbol
c'est situé dans	is situated(found) in
le nord de	the north of
le sud de	the south of
l'ouest de	the west of
l'est de	the east of
on parle	we/they speak
on peut	we/they can
Je vois/j'ai vu	I see/saw
beaucoup de choses	lots of things
Je mange/J'ai mangé	I eat/ate
une sorte de	a sort of

About-France.com

Le monde francophone

Le monde	the world
Francophone	French speaking
à la campagne	in the countryside
à la montagne	in the mountains
au bord de la mer	by the sea
près de	near to
loin de	far from
le paysage	the countryside
les collines	the hills
les champs	the fields
les fermes	the farms
les plages	the beaches
des ports de pêche	fishing ports
des villes industrielles	industrial towns
des petits villages	small villages
les traditions	traditions
les fêtes	festivals
le climat	the climate
le terre	the terrain/earth
Les océans	the oceans
Les continents	the continents

La Révolution française

le quatorze juillet	the fourteenth of July
traditionnellement	traditionally
fêter	to celebrate
la fête	festival/celebration/party
le jour	the day
la forteresse	the fortress
la victoire	the victory
le point de départ	the starting point
un jour férié	a public holiday
un défilé	a parade
partout	everywhere
les feux d'artifice	fireworks
le bal	dance/ball
le roi	the king
la reine	the queen
les paysans	the peasants

The national holiday in France is the 14th July. It is the day when, in 1789, the Parisiens overran the Bastille Prison in Paris. The victory was important because it is what started the French Revolution and the abolition of the Monarchy in France.

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L'Alsace

L'Alsace est située dans le nord-est de la France.

En Alsace, on parle l'alsacien.

Le plat typique, c'est la choucroute.

Un événement traditionnel alsacien, c'est les marchés de Noël. C'est joli. On peut acheter des cadeaux ou des décorations.

Le symbole de la région, c'est la cigogne.

La Bretagne

La Bretagne est située dans l'ouest de la France.

En Bretagne, on parle le breton.

Les plats typiques, ce sont les crêpes et les galettes. Miam-miam!

En Bretagne, un événement traditionnel, c'est le fest-noz. C'est une sorte de soirée dansante.

Le symbole de la région, c'est l'hermine.

Complete each identity card according to the information provided above

L'Alsace
Location: north-east France
Language: ....
Typical dish: sauerkraut
Traditional event: ....
Symbol of the region: ....

La Bretagne
Location: ....
Language: ....
Typical dish: ....
Traditional event: fest-noz, a sort of dance
Symbol of the region: ....

Read the text and answer the questions

L'année dernière, au mois de décembre, j'ai visité l'Alsace. Je suis allée à un marché de Noël où j'ai acheté des décorations et des cadeaux pour ma famille. J'ai mangé une choucroute au restaurant. La choucroute, c'est le plat typique de la région. C'était délicieux! J'ai vu beaucoup de choses en Alsace, mais je n'ai pas vu de cigognes. Dommage! La cigogne est le symbole de la région.

Talia

1 Talia visited Alsace in ▇▇▇.
2 At the Christmas market, she ▇▇▇.
3 At the restaurant, she ate ▇▇▇.
4 She saw ▇▇▇.
5 Unfortunately, she didn't see ▇▇▇.

Qu'est-ce qu'il y a sur la photo? Ecris 4 phrases en français

Create a table with the headings below. Complete each box with the information provided in the paragraph.

daily routine	breakfast	pastimes	plans for tomorrow
gets up at about 11			

Normalement, je me lève vers onze heures du matin. Je prends mon petit déjeuner tout de suite. D'habitude, je mange de la brioche et je bois du thé.

Ensuite, je me prépare dans ma chambre. D'abord, je m'habille. Je porte une robe en soie avec des chaussures en daim. J'adore les chaussures. Les vêtements, c'est ma passion!

Quelquefois, je fais de l'équitation dans le parc ou je fais des promenades. Je joue du piano tous les jours parce que j'adore ça.

Souvent, je discute avec mes amies, on parle de musique et de vêtements. Le soir, quelquefois, je dîne au château de Versailles avec le Roi. Après le dîner, on va à l'opéra.

Demain, je vais aller à la chasse. Le soir, on va dîner et après, on va danser et écouter de la musique. J'aime beaucoup danser.

Read the French rap and translate it into English!

Rap parisien

J'suis parisien, je m'appelle Baptiste.
J'habite dans la banlieue, j'suis pas un touriste!
Ce n'est pas trop mal, mais c'est un peu ennuyeux,
Alors, j'ai visité Paris pour changer un peu.

J'ai visité le Louvre et la tour Eiffel,
J'ai admiré la *Joconde*: elle est très, très belle!
J'ai acheté un jean sur les Champs-Élysées,
Puis j'ai mangé un sandwich dans un petit café.

J'ai visité Notre-Dame, c'était intéressant.
Et au Moulin Rouge, j'ai dansé le cancan!
J'ai voyagé sur la Seine en bateau-mouche.
Tu vois, faut pas me juger sur mon sweat à capuche!

La fête nationale de la France, c'est le quatorze juillet, le jour de la fête de la liberté.

C'est le jour où, en 1789, les Parisiens ont pris la Bastille qui était une grande forteresse à Paris.

La victoire est importante parce que c'est le point de départ de la Révolution française.

Aujourd'hui, c'est un jour férié en France. Traditionnellement, à Paris, il y a un défilé militaire sur les Champs-Élysées.

Partout en France, on regarde des feux d'artifice et ensuite, il y a des bals ou des concerts.

Relis le texte et termine les phrases en anglais.

1 The French National holiday is on the ...
2 On this day in 1789, Parisians took ...
3 This event sparked the French ...
4 Traditionally in Paris, there is a military ...
5 Throughout France, people watch ...
6 Afterwards, there are ...

1 - Introduction

Thailand one of 48 countries in Asia.

Official Name: Kingdom of Thailand

Capital: Bangkok

Population: 68,615,858

Area: 513,115 square kilometers

Official language: Thai

Dominant religion: Buddhism

Currency: Baht

Agriculture and tourism are the most important economic activities.

2 - Tourism

Tourism accounts for 12% of the gross domestic product (GDP).

In 2019, Thailand welcomed 39.8 million international tourists. This contributed US$63 billion to the economy.

The tourism industry in Thailand **employs over 3 million people**, including those working in hotels, restaurants, transportation, and other tourism-related businesses.

The top five source markets for Thailand's tourism industry are **China, Malaysia, India, South Korea, and Japan.**

Bangkok is the most visited city in Thailand, with over **22 million** international arrivals in 2019. It is known for its vibrant street life, ornate shrines and temples, and delicious street food.

Other popular destinations include **Phuket, Pattaya, and Chiang Mai**.

The Thai government has set a target of attracting **100 million international tourists by 2024**.

Measures to promote tourism:

- Visa fee waivers,
- Tax incentives for hotels and airlines
- Development of new tourism infrastructure.

3 - Ecotourism

As visitor numbers increase areas are increasingly at risk of being damaged.

The aim of **ecotourism** is to develop tourism in a sustainable way. It should reduce the impact that tourism has on the natural environment to ensure it can be used by future generations.

This is achieved by:

✓ Ensuring that local communities and environments are not exploited.

✓ Consulting local communities about planned developments

✓ Ensuring that infrastructure improvements benefit local people and not just tourists.

To achieve this tourist should:

✓ Protect the environment

✓ Don't interfere with wildlife

✓ Protect resources

✓ Support local communities

✓ Eat local food and drink

✓ Respect local customs and traditions

In 2019, Thailand was ranked 32nd out of 190 countries in the World Tourism Organisation's (WTO) 'Sustainable Tourism Index'.

4- Key terms

Infrastructure - the basic facilities and systems serving a country, city, or area,

Visa - a permit to enter a specific country (has to be paid for)

Exploited - taken advantage of

1 – introduction

1. Which continent is Thailand located in?
2. How many countries are in Asia?
3. Which four countries share land borders with Thailand?
4. Which sea is to the west of Thailand?
5. Which body of water is to the east of Thailand?
6. Which country is to the south of Thailand?
7. What is its official name?
8. What is the name of the capital city?
9. What is the population?
10. What is the official language?
11. What is the dominant religion?
12. What is the currency?
13. Which are the most important economic activities in Thailand?

2 – Visiting Thailand

1. What percentage of GDP does comes from tourism?
2. How many international tourists visited thailand in 2019?
3. What contribution did tourism make to the economy in 2019?
4. How many Which are the top five source countries for international tourists?
5. Which continent are all these countries in?
6. Which is the most visited city in thailand?
7. How many tourist arrived in Bangkok in 2019?
8. What activities attract tourists to Bangkok?
9. Name three other tourist destinations.
10. How many tourists do the Thai government want to attract by 2024?
11. What measures are being taken to promote tourism?

3 – Tourism and culture

1. What can happen as visitor numbers increase?
2. What is the aim of ecotourism?
3. What two features does sustainable development have?
4. State three ways in which sustainable tourism can be achieved.
5. What should not be exploited as tourism develops?
6. What do local communities need to be consulted about?
7. What needs to be considered when developing infrastructure?
8. State five things tourists can do during their visit to support sustainable tourism.
9. How successful do you thin thailand has been in developing ecotourism?
10. What is the WTO?

Questions

4 – Key terms

1. What is infrastructure?
2. What is a visa?
3. What does it mean to be exploited?

History Knowledge Organiser
The Changing World

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Timeline

1945 - WW2 ends. Germany is divided into 4 zones.
1947 - Winston Churchill declares an 'Iron Curtain' has descended over Europe.
1949 - Berlin airlift. Stalin attempts to stop Western supplies entering Berlin.
1961 - Berlin wall is built. This cuts off East Berlin from West.
1962 - Cuban Missile Crisis. This is the closest the world has come to nuclear war.
1965 - US president Johnson increases the number of US troops in Vietnam.
1968 - Martin Luther King 'I have a dream' speech.
1970s - New US President Richard Nixon begins to withdraw US troops from Vietnam. He also starts Nuclear treaty talks with the USSR.
1985 - President Reagan announces new 'Star Wars' military spending. The USSR can not compete.
1990 - The Berlin Wall falls
1991 - The USSR begins to collapse, countries declare independence and switch to capitalism and democracy. The end of the Cold War?

How did the US affect Britain?

1. Britain supported the US during the Cold War. In particular Britain helped in Germany and in the 1980s.
2. The Bristol Bus boycott in England took place during the Civil RIghts movement in America.
3. Britain did not get involved in the Vietnam War, after Prime Minister Harold Wilson refused.
4. Britain shared in the scientific advances made possible by space travel.
5. Britain remained close allies and supported US military actions in Iraq and Afghanistan.

The Cold War

The Cold War took place between the USA and USSR. Europe was split between the East and West. Countries in the East were Communist, and Countries in the west Capitalist.

COLD WAR
- EASTERN BLOC
- WESTERN BLOC
- IRON CURTAIN

Civil Rights

The Civil Rights Movement was another phase of black political protest. It was the actions of everyday people that helped make the movement successful:The Civil Rights Movement challenged legal inequality:
The Civil Rights Act (1964) outlawed segregation in schools, public places or jobs.
The Voting Rights Act (1965) outlawed racial discrimination in voting.
The Fair Housing Act (1968) outlawed discrimination in housing.

Key People

Winston Churchill - British PM from 1940 - 1945 and 1951 - 1955. His Iron Curtain speech marked the start of the Cold War
Martin Luther King - Civil Rights leader who helped to end segregation in the South of the US.
Malcolm X - Civil Rights leader who promoted Black Nationalism
President Kennedy - US President during the Cold War and Cuban Missile Crisis. He was assassinated in 1964.
Nikita Khrushchev - leader of the USSR from 1953 - 1964 including the Cuban Missile Crisis.

KEY VOCABULARY/ TERMS

Cold War, superpowers, capitalism, communism, Soviet, MAD, airlift, boycott, assassination, segregation, civil rights, activists, satellite, space race, terrorist, terrorism, hijacker, containment, guerilla warfare, domino theory, Agent Orange, Napalm

History Knowledge Organiser
Year 9 - The changing world

Quiz questions

1	How many zones was Germany split into at the end of WW2?	
2	Which city was the focus of several Cold War events?	
3	When was the Cuban Missile Crisis?	
4	Who were the US and USSR leaders during the Cuban Missile Crisis?	
5	Why was the Cuban Missile Crisis and important event?	
6	Which US president increased the number of troops in Vietnam?	
7	Which US president started to withdraw the troops from Vietnam?	
8	What were the two political beliefs of the two sides in the Cold War?	
9	When did the Berlin Wall fall?	
10	When was the end of the Cold War?	
11	Who gave the famous 'I have a dream' speech	
12	Name another leader of the US Civil Rights Movement.	
13	Give one example of something the US Civil Rights Movement achieved.	
14	The Montgomery Bus Boycott inspired a similar boycott in which British city?	
15	Which side were Britain on in the Cold War?	
16	Which British Prime Minister refused to get involved in the Cold War/	
17	In which two countries has Britain supported US military actions?	
18	Which type of weapons were a focus of the Cold War?	

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Essential Knowledge
- Recall the difference between data and information.
- Explain that data can be analysed to form a digital footprint that holds a monetary value.
- Identify the principles of the Data Protection Act.
- Define hacking as gaining unauthorised access to data or a system.
- Define social engineering as hacking using people.
- Identify strategies to reduce unauthorised access.
- Define malware as malicious software.
- Describe different types of malware and their potential impact on systems.
- Identify the principles of the Computer Misuse Act.

Data and Information
Data is raw facts and figures that make no sense. In other words data is words, numbers, dates, images, sounds etc without context

Information is data that has been processed by a computer so that it makes sense. In other words information is a collection of words, numbers, dates, images, sounds etc put into context.

Data Protection Act
A law designed to protect people's personal information and ensure it's handled responsibly by organisations. It sets out several key principles:
- Data should be processed lawfully and fairly.
- Data must be collected for a specific stated purpose.
- Data must be relevant and not excessive
- Data must be kept accurate and up to date
- Data is only kept for as long as it is needed
- Data is protected against unauthorised access

Key vocabulary
Data – Raw facts and figures with no context
Information – Data that has been processed and given context
Digital footprint – A trail of data left behind by our online presence
hacking – Gaining unauthorised access to data or a system
Social engineering – Hacking using people
Malware – Malicious software
Anti-virus – a piece of software that scans your files and compares them to a database of known viruses

Prior Links
- Year 4 – Computing systems and networks
- Year 6 – Computing systems and networks

Digital footprint
A digital footprint is the trail of data left behind by our online activities. It includes things like the websites we visit, the posts we make on social media, the things we buy online, and even our interactions with apps and games.

This data can be collected and analysed by companies and advertisers. They use it to learn more about us and our interests, and sometimes they sell this information to other companies. A digital footprint has a monetary value as it allows companies to target you with more specific ads or to judge what product people are wanting.

Malware
Viruses – Embedded in other files. Once active they self-replicate and become part of other programs. They cause damage by deleting or modifying data
Worms – Similar to viruses, except they aren't hidden in files. Often spread through emails and use up system resources like a networks bandwidth.
Trojans – Legitimate looking programs, designed to trick a user into downloading them.
Spyware – Programs that monitor user activities and sends the information back to the hacker.

Protection
- Anti-malware has a database of malware signatures to look for, if it finds one it quarantines the file
- Firewalls scan for suspicious network traffic
- Avoid opening emails or programs from unknown sources

Computer Misuse Act
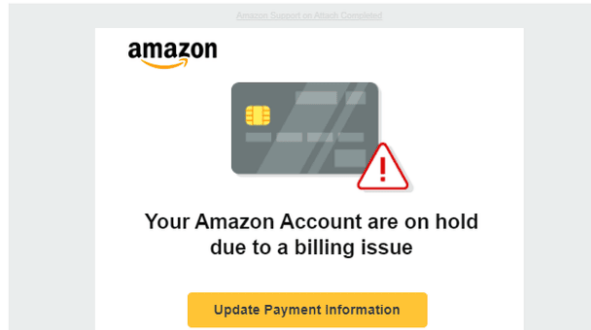The Computer Misuse Act discourages people from using computers for illegal purposes.
There are three separate parts to the Act:
- You can't access data stored on a computer unless you have permission to do so.
- You can't access data on a computer when that material will be used to commit further illegal activity.
- You can't make changes to any data stored on a computer when the user does not have permission to do so.

Essential Knowledge question

From: account-alert@prime.support <mailapps-rm18kcpdpuf@romepemalas.com>
Sent: 18 October 2020 17:06
To: no-reply.14769320@web.appsupport.com <no-reply.14769320@web.appsupport.com>
Subject: Reminders: [Latest News Announcement] [Statement of Meeting Agreement] Informed Update - New
Notification [#91849441] [FWD]

Amazon Support on Attack Completed

amazon

Your Amazon Account are on hold
due to a billing issue

Update Payment Information

Look at the example email
1. How can you identify if the email is real or fake?
2. What should you do if you receive a suspicious email?
3. What could happen if you follow a suspicious link?

Key vocabulary

Define these keywords

Data
Information
Digital footprint
hacking
Social engineering
Malware
Anti-virus

Data and Information

1. What is data?
2. What is information?
3. What is the main difference between data and information

Data Protection Act

1. What is Data Protection Act designed to do?
2. Under the act how should data be processed?
3. Under the act what should data be collected for?
4. Under the act how much data should be collected?
5. Should the data being kept be accurate?
6. How long should data be kept according to the act?
7. What should the data be protected against?

Digital footprint

1. What does a digital footprint include?
2. What is done with this data?
3. Why does a digital footprint have a monetary value?

Malware

1. What is malware?
2. Where do viruses hide?
3. How do viruses cause damage?
4. What malware are worms similar to?
5. How does a worm cause damage?
6. What malware acts like legitimate software so it gets downloaded?
7. What does spyware do?

Computer Misuse Act

1. What is the Computer Misuse Act designed to do?
2. How many parts are there in the act?
3. Under this act what do you need to access data on a computer legally?
4. Under the act what can't you do with data stored on a computer?
5. When are you allowed to make changes to data on a computer?

Protection

1. What methods can you use to protect against unauthorised access?
2. How does anti-malware know if something is a malware or not?
3. How does anti-malware deal with any suspected malware?
4. What does a firewall do?
5. What should you do if someone you don't know sends you an email or a file?

RE Knowledge Organiser
Religious attitudes towards suffering

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The Fall

The Fall is the name given to the story of Adam and Eve. It is found in the book of Genesis in the Old Testament of the Bible. The story tells the events of a woman that is tricked by a serpent to eat an apple from the Tree of Knowledge that sits in the Garden of Eden. Once she does this she convinces a man to do the same, and they must confess to God what they have done. These people are named Adam and Eve and as a result of them being unable to resist temptation God banishes them to earth. This story is told as a way to teach people to resist temptation and keep away from evil things that would tempt you.

The story of Job

The Book of Job is found in both the Old Hebrew Bible and the Old Testament. The story concerns Job, a prosperous man of outstanding piety. During the story Satan argues with God and says it will be possible to turn one of his followers against him. When he tries to prove this he tests whether or not Job's piety is rooted merely in his prosperity. But faced with the appalling loss of his possessions, his children, and finally his own health, Job still refuses to curse God. The story teaches the reader that keeping their religious belief, especially in the face of adversity and temptation is of the utmost importance. It is also an example of one of the many stories that is told between the Abrahamic Faiths (Islam, Judaism and Christianity).

Suffering and Evil

The fact there is suffering and evil within the world has made people question the existence of God based on their beliefs. A common human response to suffering is to ask "why me?". This suggests that there is someone who is letting them suffer, implying there is a God. These questions have led to the creation of the Inconsistent Triad. It is called the Inconsistent Triad because it is comprised of three states of existence (making three sides of a triangle) that supposedly cannot co-exist.

An omnipotent God exists / An omnibenevolent God exists / **Inconsistent Triad** / Evil exists

Moral and Natural evil

Moral evil is caused by actions humans make. These are caused by a person's choices and how they affect other people around him. This could be people close to the individual, such as family, or a wider group of people, such as a country.
Natural evil is caused by nature and the natural world around us. This could include earthquakes, tsunami and hurricanes. Unlike moral evil, these are things that we have to accept happen on earth, as humans cannot control nature. Each type of suffering makes humans question the existence of a God, whereas there are religious arguments that imply that there must be evil for there to be good in the world

The Devil

The Devil, also referred to as Satan, is best known as the personification of evil and the nemesis of good people everywhere. His image and story have evolved over the years, and the Devil has been called different names in various cultures, including Lucifer and Satan. Many Christians believe the Devil was once a beautiful angel named Lucifer who defied God and fell from grace. This assumption that he is a fallen angel is often based the book of Isaiah in the Bible. In Islam, the devil is known as Shaytan and, like the Devil in Christianity, is also thought to have rebelled against God. In Judaism, "satan" is a verb and generally refers to a difficulty or temptation to overcome instead of a literal being.

Pandora's Box

The story of Pandora's Box originates in Ancient Greece. It is a story about how Pandora is gifted a beautiful box by Zeus as a wedding present. She is warned not to open the box, however, curiosity overwhelms Pandora. She decides to open to box and when she does various evils such as disease, poverty and death poured out. When her husband came to her, they still heard one voice left inside the box. They agreed that it could not be something that was worse than what had already been let out, so they opened the box again. The final thing to come out of the box was hope.
The moral of the story is that despite there being evil in the world, hope will always follow.

KEY VOCABULARY/TERMS

Moral, Natural, Evil, Knowledge, Genesis, Temptation, Job, Satan, Angel, Pandora's Box, Inconsistent Triad, Omnipotent, Omnibenevolent, Old Testament, New Testament, Hebrew, Devil, Shaytan, Piety, Poverty, Isaiah, Bible, Abrahamic Faiths, The Fall, Torah, Qur'an

RE Knowledge Organiser
Religious attitudes towards suffering

Quiz questions

What other name might be know the story of The Fall as?	
Who tries to tempt Job?	
Before he fell from grace, what was the Devil?	
What is Natural Evil?	
What is the Inconsistent Triad?	
What does the story of Job teach us?	
What is the Devil known as in Islam?	
What does Eve do to bring about The Fall?	
Name three evils that came out of Pandora's Box	
What is Moral Evil?	
Give two names the Devil can also be known as	
Name three things Job loses to the Devil?	
What was the final things to come out of Pandora's Box	
Who convinced Eve to pick the apple?	
Give one example of natural evil	
Which book in the bible discusses the Devil's fall from grace?	
How is Satan different in Judaism compared to Christianity?	
What is the moral to the story of Pandora's Box?	

INNOVATION

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Festival logo project

Computer aided design (CAD) is the software used to draw, design and adapt images using a computer. CAD is used in design and technology to create logos and graphical images, develop product ideas and link to the computer aided manufacturing machines. 2D design, Serif and Sketchup are popular programmes used at Unity.

Advantages of CAD
- It can be more accurate than hand-drawn designs – it reduces human error.
- You can save and edit ideas, which makes it easier and cheaper to modify your design as you go along.
- You can modify existing ideas, which saves time.
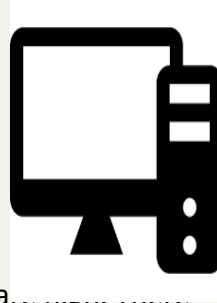
Disadvantages of CAD
- The software itself can be expensive so initial costs are high. There are free software packages though.
- Staff need to be trained how to use the software, which also adds to costs.
- Requires a PC or Mac

Why are logos important?

A company **LOGO** is very important as it is a symbol of success. Successful companies such as Microsoft, Nike, Apple and many others rely on a logo to put over an image of achievement to the general public. A logo will also give a company an original **identity** and allow it to stand out amongst its competitors. It is important that a logo is simple as logos are created to be memorable.

There are 3 important factors to consider when designing a logo – **Typography – Colour – Imagery.**

Typography - When looking at almost any magazine it is obvious that there are a wide and varied number of letter **styles / fonts** available for everyday use. There is a style of writing for almost every occasion from celebrations to formal events.

Colour - Graphic designers need to use the power of colour to express the main feelings around graphics such as posters, adverts and in particularly logo design. The most popular colour combinations focus around the colour wheel. Primary colours, complementary colours and related colours are regularly used in logo design Because they are aesthetically pleasing.

Imagery - Using images to communicate ideas is essential to achieve successful graphic designs. Imagery is very common throughout the majority of graphic design areas.

Imagery is a great tool in communication world wide as it can express feeling in information without using a language.

KEY VOCABULARY

Computer aided design (CAD)- Computer software used to design and develop design ideas.

Accuracy - The quality or state of being correct or precise.

Communication – the ability to clearly explain and share information.

ASSESSMENT CRITERIA

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

Technical ability – How yow have used your CAD skill accurately to create a successful logo.

**Design and Technology Knowledge Organiser
Year 9**

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CAD questions

Give three advantages of CAD.
•

•

•

Give three disadvantages of CAD
•

•

•

What CAD software will you use to create your logo ?

What are the three key factors to consider when designing a logo?

•
•
•

-In the boxes below create a colour scheme that uses colours that work well together.
-Explain why the colours you used work well.

•

-Give three reasons why a logo is important.

•

•

•

A. What makes up a Musical?

Every Musical has a:
- LIBRETTO – the overall text including the spoken and sung parts
- LYRICS – the words to the song

There are different types of song within a Musical including:
- ACTION SONGS – which move the plot forward
- CHARACTER SONGS – which enable a character to express their feelings and often have LYRICAL MELODIES and are designed enable the singer to "show off" their vocal skills.

Within these two types of songs, different song types can be found including:
- BALLADS – which are usually slow, romantic and reflective
- COMEDY SONGS – which are funny, to the lyrics are very important
- PRODUCTION NUMBERS – which involve the full company and are used to show major changes in location or plot, and often open and close ACTS.
- RHYTHM SONGS – are driven by energetic rhythmic patterns

The singers in Musicals are normally accompanied by a live BAND or ORCHESTRA (which are often 'hidden from view' of the audience in the orchestra pit) which are made up of a range of traditional orchestral instruments combined with modern electronic instruments (e.g. electric guitars, synthesisers and keyboards and drum kits) to give a wide variety of sounds and effects to accompany the on-stage action.

Sometimes, a particular song from a Musical becomes more famous than others and is often performed "out of context" as a stand-alone number.

B. What is Musical Theatre?

Musical theatre combines music, songs, spoken dialogue and dance; also called 'MUSICALS', they are usually performed in theatres. Musicals set out to entertain through a combination of:
- Catchy music in a popular style
- SOLO SONGS, DUETS, CHORUSES and ENSEMBLES.
- ORCHESTRA or BAND ACCOMPANIMENT
- Spoken dialogue
- Dance sequences, stage spectacles and magnificent costumes

These are held together by the PLOT or STORYLINE which is divided into ACTS and SCENES. A summary or outline of the plot of a Musical is called a SYNOPSIS. Musicals are usually performed in theatres, most famously on Broadway and in the West End of London. "Broadway" is also used as a general term to refer to American Musicals

C. Voices and Voice Types

Various different types of male and female voice are used in both Musicals (and Opera) and are given to different characters.

SOPRANO – the highest female voice type and normally plays the most sympathetic roles (sometimes the heroine who is being cheated on!)

MEZZO SOPRANO – a lower female voice type (often given the spiciest and juiciest roles – often witches!)

ALTO – the lowest female voice type but can also be sang by men (often maids, mothers or grandmothers)

TENOR – the highest male voice type (often given to vulnerable men who love too much!)

BARITONE – a medium-range male voice type (often given to the hero of the plot)

BASS – the lowest male voice type (often given to characters that portray fathers or priests)

D. Origins of Musical Theatre

Music Theatre originated from OPERA which was entirely sung with no dialogue. Operas contained main/lead characters, minor characters and the CHORUS. Operas are made up of RECITATIVE (a type of sung dialogue), SOLO SONGS (ARIAS), DUETS, ENSEMBLES and CHORUS NUMBERS and often begin with an instrumental introduction called the OVERTURE. An ORATORIO was like an opera but based on a religious or sacred theme and performed without staging or costumes, often in a church. In the late 1800's, a duo called Gilbert and Sullivan began writing short, COMIC OPERAS designed for everyone – not just the upper classes (*Mikado 1885, HMS Pinafore 1878*). The 1920's and 1930's saw a huge boom in musicals and theatre productions. Theatre, at this time, was one of the main forms of entertainment. This pre-war era was when musicals were beginning to look and sound like the musicals we still have today, but the songs and dance weren't usually related to the plot or storyline (if there was one!) The "Golden Age" of Musicals lay between 1943-1968 in Britain and America (*Annie Get Your Gun – Irving Berlin – 1946; Kiss Me Cate – Cole Porter – 1948*). Richard Rodgers and Oscar Hammerstein II wrote *Oklahoma!* In 1943 and this was the first musical to combine a PLOT with music and dance which 'moved the story forward'. From 1970, audiences have seen musicals split into genres and subcategories. Musicals now often address very serious issues and are not just for entertainment (*Les Misérables 1980, Miss Saigon 1989*) and ROCK MUSICALS (*Hair 1967, Grease 1971*) contain rock music and were very influenced by popular culture. Andrew Lloyd-Weber has had huge success in Musical Theatre (*Phantom of the Opera 1986, Joseph 1968 and many others!*). Many Disney films are done in the style of musicals and there are adaptations of films into musicals (*The Lion King 1997*) as well as musicals based on the career of a group or artist (*We Will Rock You, 2002; Mamma Mia 1999*). A strong musical tradition still exists in Britain and America and not just on Broadway or in London by everywhere. Film has been greatly influenced by musicals.

E. The Structure of Songs in Musicals

Although most musicals use dialogue, there are some Musicals which are THROUGH-COMPOSED which use little or no dialogue and everything is sung. STROPHIC FORM is when the same melody is repeated but with different words *e.g. hymns and carols*. The opposite of strophic form is THROUGH-COMPOSED where each section of words has a new music or melody and nothing is repeated (no repeated choruses or refrains).

Many songs from Musicals use VERSE & CHORUS form. The CHORUS:
- Sets the refrain of the lyrics and often contains the title words
- Usually returns several times, always with the same words
- Is normally the "catchiest" part of the song and has a MEMORABLE MELODY

The VERSE usually has different words, sung to the same music, with each repetition.

F. The Structure of a Musical

OVERTURE	CHARACTERS	SONGS	CLIMAX	FINALE
Musicals often begin with an OVERTURE – an INSTRUMENTAL piece played by the BAND or ORCHESTRA which "sets the scene" and often contains parts from songs which will occur later in the musical (e.g. a MEDLEY)	Characters are then introduced, and the storyline develops. Musicals contain some spoken dialogue and sometimes dance sequences. INCIDENTAL MUSIC (music played by the band/orchestra alone) is often used for scene or set changes.	Musicals contain a number of different songs – solo songs (CHARACTER SONGS), DUETS, TRIOS, COMPANY/CHORUS or PRODUCTION NUMBERS, ACTION SONGS, BALLADS and COMEDY SONGS.	The high point of the musical often towards the end of the second ACT – which has some sort of dramatic build up and tension often reflected in the music.	A big ending with music, dance and drama. Often the final song of a musical is a CHORUS/COMPANY/PRODUCTION NUMBER which is fast, loud and dramatic. Following the finale, performers take their bows accompanied by the band/orchestra.

Music Knowledge Organiser
Year 9 : Musicals

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KEYFACTS

Copy the following into your book-

What does Libretto mean?

What are lyrics?

What can Character songs help the character tell the audience?

What is a ballad?

What is a production number?

The History of musicals

Write about the history of musical, any addition research will be awarded with extra pride points.

FUN FACTS

Can you find 5 interesting facts about the music Hamilton?

The Cast of Hamilton

Draw portraits or create a spider diagram of the cast of Hamilton, give a brief describe of their character and role in the musical.

Hamilton Cast
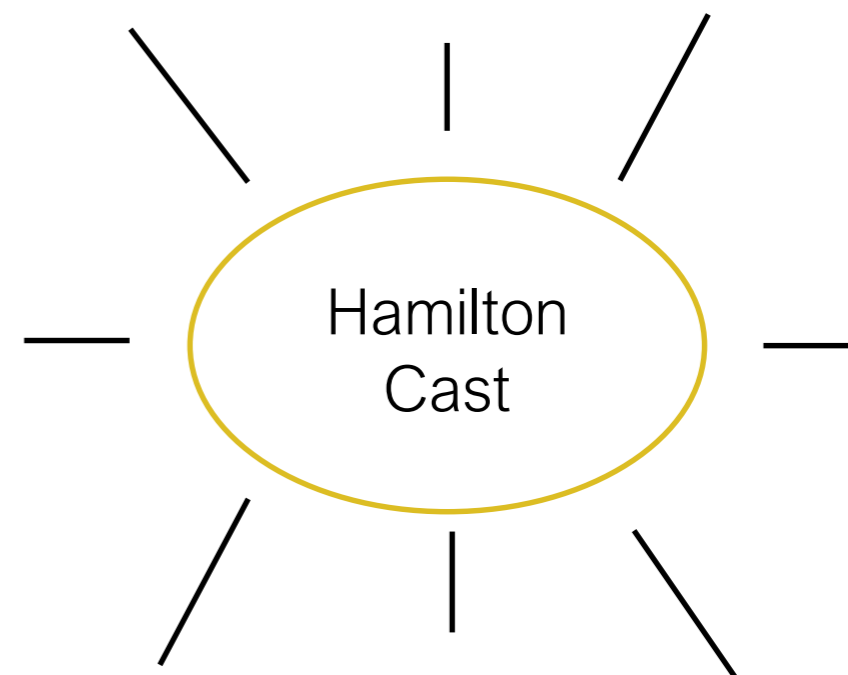
Listening Tasks

Find examples on youtube of the six main types of voices. (Soprano, mezzo soprano, alto, tennor, baritone and bass)

KEY VOCABULARY - INSTRUMENTATION

Learn the spelling of key words by using the look, cover, write, check method.

LIBRETTO   LYRICS   BALLAD   PRODUCTION NUMBER   CHORUS   PLOT   INCIDENT MUSIC   SOPRANO   ALTO
TENOR   BASS   SOLO   DUET   TRIO   MEMORABLE MELODY   HARMONY   REPTITION   STROPHIC FORM

Fibre – essential but <u>not</u> a nutrient.

Provided by – fruit, vegetables and cereals.
Function – prevents constipation, helps the passage of food through the digestive system (transit time).
Lack of – causes constipation, diverticulitis.
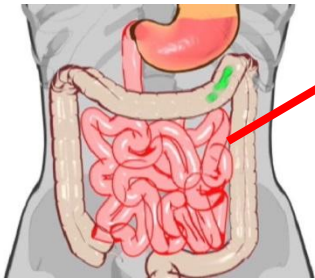
Diverticulitis is caused when **undigested** food or faecal matter gets stuck in the pouches, which in turn causes discomfort. This stops the circulation of blood to this particular section making the area vulnerable to an invasion by bacteria. This affects the bowels capacity to remove waste which results in constipation, diarrhoea, and cramps.

Water - essential but <u>not</u> a nutrient.

Provided by – fruit, vegetables and drinks.
Needed for – it helps get rid of waste and regulates temperature.
Lack of – dehydration, chapped lips.

Dehydration is a condition that occurs when the loss of body fluids, mostly water, is greater than the amount that is taken in. With dehydration, more water is moving out of our cells and then out of our bodies than the amount of water we take in through drinking.

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Use the information to answer the questions in your reflection log.
Use full sentences.

1. What foods provide fibre in the diet?

2. What is the function of fibre in the diet?

3. What happens if you do not get enough fibre in the diet?

4. Along with constipation and cramps, what other symptoms may you have if you are suffering from diverticulitis?

5. Why is water important in the diet?

6. What foods provide water?

7. State two functions of water in the diet.

8. What happens if you do not have enough water?

9. Explain what dehydration is.

KEY VOCABULARY/ TERMS
Learn the spelling of each word and look up any you do not know.

Fibre	Function	Constipation	Diverticular
Hydrated	Regulate	Dehydration	Fluid

Fibre

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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

Textiles Knowledge Organiser
Year 9 :Free Machine Embroidery

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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.

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