



KNOWLEDGE PREP

YEAR 9

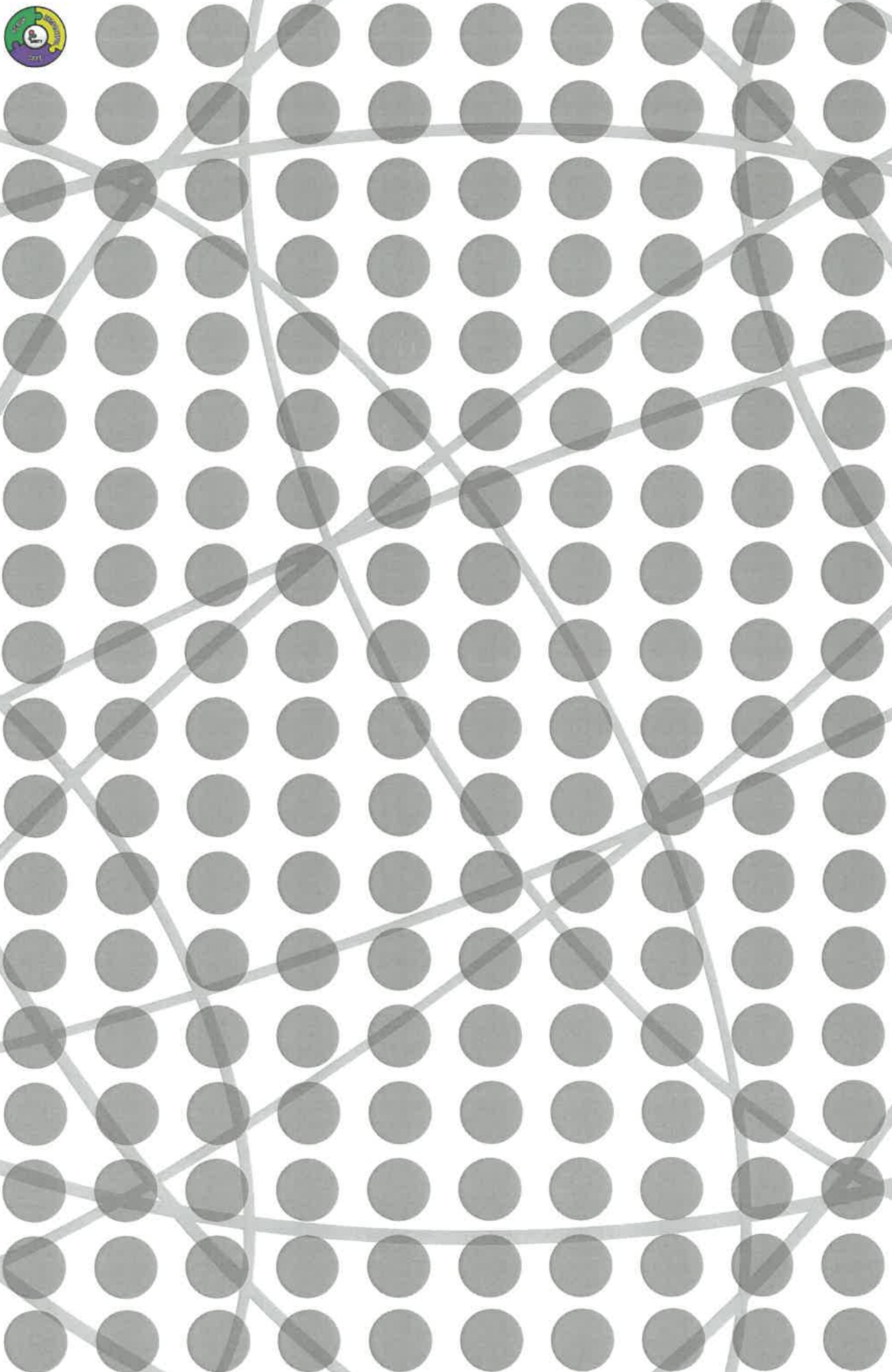
HALF TERM 2

NAME

TUTOR GROUP

ACADEMIC YEAR

RRS STICKERS



Knowledge Organisers and Homestudy

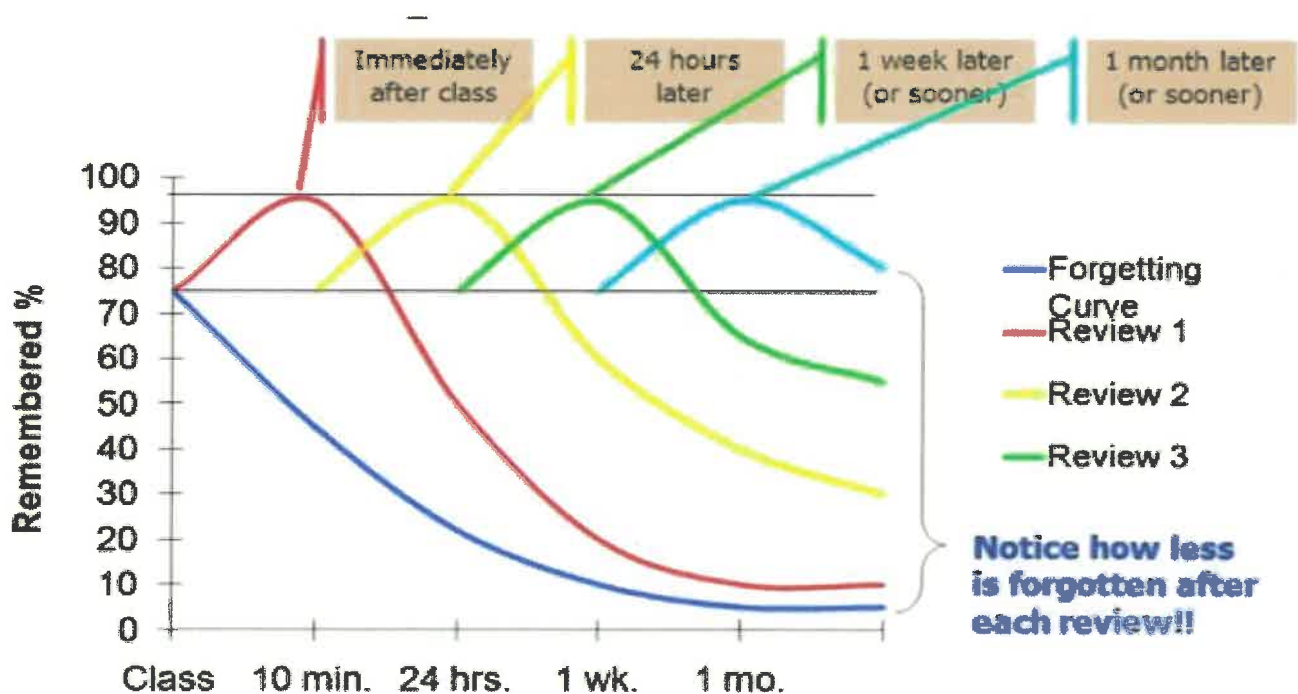
What is a knowledge organiser?

All subjects at Unity Academy produce knowledge organisers for each year group, each half term. A knowledge organiser sets out the Key vocabulary, prior learning links and essential knowledge from a topic on a single page. It is expected that every student will learn and commit this information to memory.

Why do we use knowledge organisers?

The concept of knowledge organisers and retrieval practice is based on vast amounts of scientific research and studies considering how our memory works and how we best learn. They also support in the fact that the curriculum is a knowledge rich curriculum which requires our pupils to gain a wide range of knowledge. When we talk about knowledge, we do not mean knowledge for the purpose of recalling lots of facts but to ensure that learners can retrieve these facts and then apply them to unfamiliar situations or to solve problems.

What does the science say?



The forgetting curve above, is a concept introduced by the German psychologist Hermann Ebbinghaus in the late 19th century. It illustrates the decline of memory retention over time.

If we learn something new, but then make no attempt to relearn that information, we remember less and less of it as the hours, days and weeks go by.

Without regularly reviewing and reinforcing our learning, our ability to retain the information plummets. This decline in memory is not linear, it follows a curve, emphasizing the need for timely reinforcement to counteract the natural fading of memories.

Knowledge Organisers and Prep

How do you ensure that pupils know and remember the essential knowledge?

You will be given a hard copy of the knowledge prep booklet at the start of the half term. You are expected to have this with you as part of your equipment at all times. Staff will likely ask you to use your knowledge organiser within lessons. You will regularly be 'quizzed' on this knowledge in assembly, during lessons through low stakes quizzing, knowledge checks and 'Do Now' tasks.

What does Homework look like for Y9 at Unity Academy?

At Unity Academy, we have an approach to homework (knowledge prep) that is based on knowledge organisers. For knowledge prep, you are expected to learn the information in one or more boxes from the knowledge organiser. You can do this in a variety of ways as shown on the next page. By developing these learning techniques, you are not only learning important information, but developing strategies that will help you with your revision for important examinations. Research shows that the regular completion of quality homework can improve your progress by 5 months ([EEF Research](#)).

Teachers may choose to direct you to complete a particular section of the current knowledge organiser or may even ask you to revise/retrieve information from the previous half terms booklet, so it is important that you keep them safe.

As the purpose of the knowledge prep is for you to develop your own knowledge, teachers may not mark the work you have done. However, teachers will sign to show they have checked that the knowledge prep has been completed. If it has not been completed, parents can be contacted by text. The evidence of learning comes in two forms - low-stakes quizzes in lessons and formal assessments. Students who regularly use the knowledge organisers effectively have a better chance of achieving their target grades.

Students in Y7-9 are expected to complete at least 1 hour of knowledge prep per night across three different subjects (20 minutes each) as outlined below.

Subject teachers will direct you to complete a particular section of the knowledge organiser on the day outlined below. If you do not have that subject on the day outlined, it will be set in the lesson before.

	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 1	Science	English	Maths	PE	Science
Subject 2	Geography	Music	French	Computer Science	Des Tec
Subject 3	Maths	Art	History	RE	English











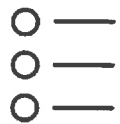



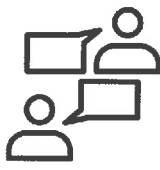

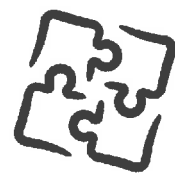

How to use your Knowledge Organiser



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 to 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 link information together. 	Either say or write down your answers. 

A light gray wireframe sphere is centered in the background. It is composed of numerous thin, intersecting lines that form a spherical shape, resembling a globe or a complex geometric structure.

CORE

English – Year 9 Unit 1 Literary Movements

Key Vocabulary - Satire, individualism, Romanticism, supernatural, sublime, duality, spirituality, realism, mundanity, disillusionment, modernism, allusion, Modernism, enjambment, caesura, dramatic monologue, spontaneity, repression, Marxism, feminism, psychoanalytical, renaissance

Essential Knowledge

- 1: Literary movements and how they impact language and structure
- 2: Gothic Literature as a product of societal uncertainty
- 3: Romantic poetry as a product of the period
- 4: Realism
- 5: The Harlem Renaissance and how it shaped language and dialect
- 6: Modernists and their impact today
- 7: The Beats and their defiance

Prior Learning Links

The Gothic as a defining period of history (Year 8 Term 2)
Modernism and Postmodernism (Year 8 Term 3)

Critical Theory

Marxism

Marxist theory considers how texts present the struggle between the working and ruling classes, and how the characters' lives and worlds are shaped by Capitalist exploitation.

Feminism

Feminist theory considers how texts present the role and purpose of women. For example, do female characters act independently, or are they victims of patriarchal oppression?

Psychoanalytical Theory

Psychoanalytical theory investigates the hidden, psychological motivations of the characters in a text and asks if the author's unconscious thoughts are expressed through their writing.

Context: The Romantics

At the time of the Industrial Revolution, society was becoming increasingly scientific, logical and rational. Romantic writers focused on the beauty of nature, emotion and spontaneity. They were individualists who rebelled against social expectations.

Context: Gothic Fiction

Gothic fiction allowed Victorian writers to push the boundaries of what was acceptable in society. It explored the darker side of human nature, and, as scientific ideas developed with the publication of Darwin's 'On the Origin of Species', it asked questions about the dangers of forbidden knowledge and the 'animal' side of humans.

The Harlem Renaissance

Harlem is an area of New York that became a centre for African-American artistic expression in the early 1900s.

The Beat Generation

In the 1950s, a group of poets rejected social tradition and poetic form to write free, rebellious, explicit poems.

Poetic terms

Enjambment: a sentence in a poem that runs over more than one line.

Caesura: a pause in a line of poetry using punctuation

Dramatic Monologue: A poem spoken by a single character that tells a story.

English – Year 9 Unit 1 Literary Movements

Key Vocabulary - Satire, individualism, Romanticism, supernatural, sublime, duality, spirituality, realism, mundanity, disillusionment, modernism, allusion, Modernism, enjambment, caesura, dramatic monologue, spontaneity, repression, Marxism, feminism, psychoanalytical, renaissance

1700	The Augustans (1700 – 1740s) Features: <ul style="list-style-type: none"> • The modern novel • Satire Key figures: <ul style="list-style-type: none"> • Alexander Pope • Jonathan Swift
	Romanticism (1790 – 1850) Features: <ul style="list-style-type: none"> • Individualism • Nature • Emotion • A response to the Industrial Revolution Key figures: <ul style="list-style-type: none"> • William Wordsworth • William Blake • Lord Byron • Percy Shelley
	Gothic Fiction (1764 – 1832) Features: <ul style="list-style-type: none"> • Supernatural • The sublime • Duality of man • Fear and horror Key figures: <ul style="list-style-type: none"> • Horace Walpole • Mary Shelley • Edgar Allan Poe
	Transcendentalism (1830 – 1855) Features: <ul style="list-style-type: none"> • Spirituality and the divine Key figures: <ul style="list-style-type: none"> • Henry David Thoreau
	Realism (1860 – 1940) Features: <ul style="list-style-type: none"> • Mundane, everyday life • Average people • Focus on middle/lower classes Key figures: <ul style="list-style-type: none"> • Leo Tolstoy • George Eliot • John Steinbeck
	Naturalism (1865 – 1900)
	Modernism (1890 – 1950) Features: <ul style="list-style-type: none"> • Rejection of traditional forms • A sense of disillusionment with the world Key figures: <ul style="list-style-type: none"> • F. Scott Fitzgerald • James Joyce
	Minimalism (1940 – 1980) Features: <ul style="list-style-type: none"> • Stripped-down prose • Emotional distance from subjects Key figures: <ul style="list-style-type: none"> • Samuel Beckett • Ernest Hemingway
Present Day	Postmodernism (1951 – Present) Features: <ul style="list-style-type: none"> • Unreliable narrator • Allusion to other works • Social/political commentary Key figures: <ul style="list-style-type: none"> • Samuel Beckett • Joseph Heller • Kurt Vonnegut

English – Year 9 Unit 1 Literary Movements

Timeline	<ul style="list-style-type: none"> • Draw out the timeline from 1700 to the present day. Can you name the literary movements in order? • For each literary movement, research one key text. Write a paragraph about why it is considered important. • Choose one feature associated with each movement and explain how or why it was used. For example, why were Gothic writers interested in exploring the duality of man? • Think back over the texts you have studied in year 7 and 8 that have been written between 1700 and present day (i.e. not Shakespeare or Greek myths). Which literary movement would you place each text in? Why?
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Context: The Romantics <ul style="list-style-type: none"> • What was the romantic era, in large part, a reaction to? • What were the values of Romantic writers? • Choose one Romantic writer and research their work. Complete a page of your reflection log to explain what influenced their writing. • Stretch: read and summarise the article from the British Library: https://www.bl.uk/romantics-and-victorians/articles/the-romantics 	Context: Gothic Fiction <ul style="list-style-type: none"> • What elements of society was Gothic fiction a response to? • How did Darwin's scientific theories influence Gothic literature? • Choose one Gothic writer and research their work. Complete a page of your reflection log to explain what influenced their writing. • Stretch: read and summarise the article from the British Library: https://www.bl.uk/romantics-and-victorians/articles/the-origins-of-the-gothic
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Critical Theory <ul style="list-style-type: none"> • Watch the video on literary criticism and make a page of notes in your reflection log: https://tinyurl.com/2svmah8h
Marxism <ul style="list-style-type: none"> • Watch the video on Marxist criticism, complete your own research and make a page of notes in your reflection log: https://www.youtube.com/watch?v=RhU57_nP3zM
Feminism <ul style="list-style-type: none"> • Watch the video on feminist criticism, complete your own research and make a page of notes in your reflection log: https://www.youtube.com/watch?v=fRQtBsS-XaU
Psychoanalytical Theory <ul style="list-style-type: none"> • Watch the video on psychoanalytical criticism, complete your own research and make a page of notes in your reflection log: https://www.youtube.com/watch?v=c4NXNfBEwZg

The Harlem Renaissance <ul style="list-style-type: none"> • Read and summarise the article on the Harlem Renaissance: https://tinyurl.com/harl3mr3n • What was the Harlem Renaissance? 	The Beat Generation <ul style="list-style-type: none"> • Read and summarise the article on the Beat Generation: https://tinyurl.com/b3atg3n • Research Jack Kerouac and Allen Ginsberg. Complete a page of your reflection log, describing what inspired their poetry. • Research: How were the Beats responding to social pressures?
Poetic terms <ul style="list-style-type: none"> • What is enjambment? • What is caesura? • What is a dramatic monologue? • Can you give an example of enjambment and caesura from a poem you have studied? 	

Essential knowledge

- Know and name 2D and 3D shapes
- Identify and draw nets, plans and elevations of 3D shapes
- Calculate area of 2D shapes
- Calculate volume and surface area of 3D shapes
- Identify congruency

Key Vocabulary

2D- two dimensions to the shape e.g. length and width

3D- three dimensions to the shape e.g. length, width and height

Vertex- a point where two or more line segments meet

Edge- a line on the boundary joining two vertex

Face- a flat surface on a solid object

Cross-section- a view inside a solid shape made by cutting through it

Plan- a drawing of something when drawn from above (sometimes birds eye view)

Prior learning links

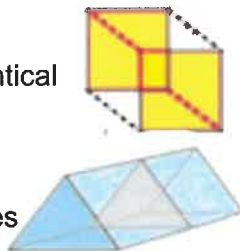
Year 7 - Lines and Angles

Year 8 - Developing Geometry

Recognise prisms

A solid object with two identical ends and flat sides

The cross section will also be identical to the end faces



Sketch and recognise nets



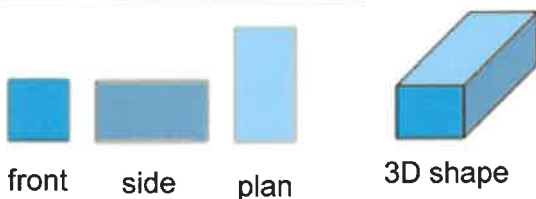
Do they have the same number of faces?

Where do the edges join?

Are the shapes of the faces correct?



Plans and elevations



Areas – square units Volumes – cube units

Areas and volumes can be left in terms of π

Name 2D and 3D shapes



circle



square



rectangle



triangle



rhombus



trapezium



parallelogram



hexagon



cone



cylinder



sphere



cube



triangular prism



tetrahedron

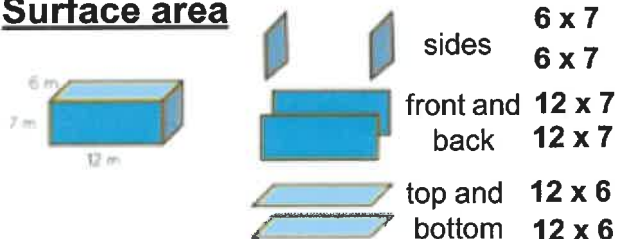


cuboid



square-based pyramid

Surface area



The surface area is the sum of all the sides

Volume

Volume is the 3D space it takes up

Cubes/ Cuboids = base x width x height

Prisms and cylinders = area of cross section x height



cross section

Prior learning links

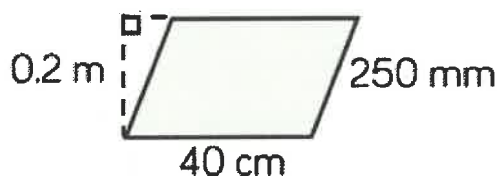
Write the formula for the area of a :

Triangle

Parallelogram

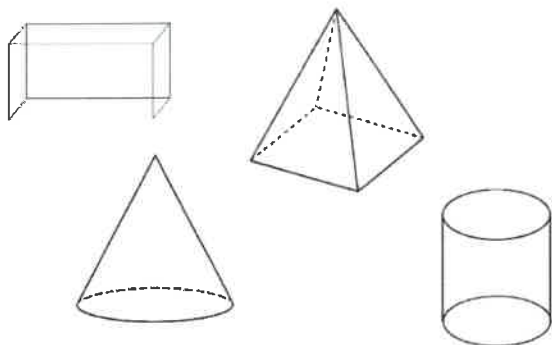
Trapezium

Write the formula to find the volume of a prism.



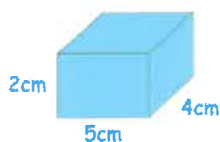
Recognise Prism

Which of these are prisms?



Surface area

Calculate the total surface area of the cuboid



Key Vocabulary

Define the following words:

Vertex:

Edge:

Face:

Cross section:

Plan:

Name these 2D and 3D shapes

(a)



(b)



(c)



(d)



(e)

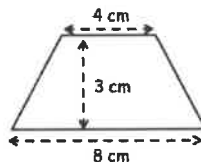


(f)



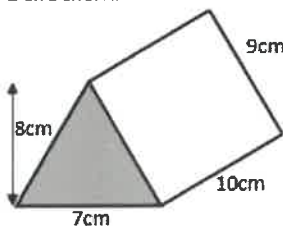
Area of 2D shapes

Calculate the area of this trapezium



Volume

Calculate the volume of this triangular prism



Constructing in 2D and 3D Shapes

Prior Learning Links

- Lines and angles
- Developing geometry

Essential Knowledge

- Name 2D and 3D shapes
- Identify and draw nets, plans and elevations of 3D shapes
- Calculate the area of 2D shapes
- Calculate volume and surface area of 3D shapes
- Identify congruency

Keywords

2D: two dimensions to the shape e.g. length and width

3D: three dimensions to the shape e.g. length, width and height

Vertex: a point where two or more line segments meet

Edge: a line on the boundary joining two vertices

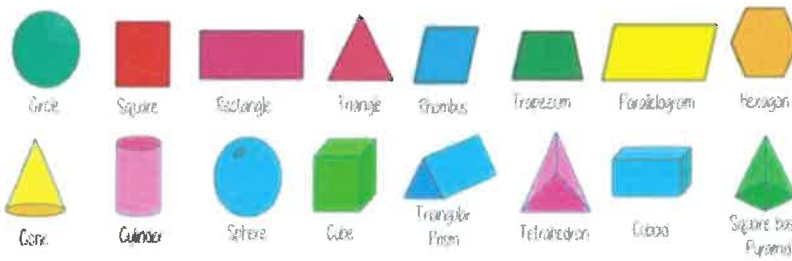
Face: a flat surface on a solid object

Cross-section: a view inside a solid shape made by cutting through it

Plan: a drawing of something when drawn from above (sometimes birds eye view)

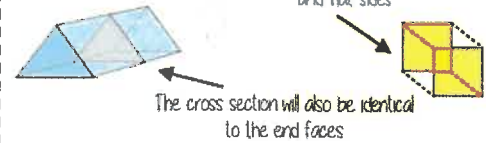
Perspective: a way to give illustration of a 3D shape when drawn on a flat surface

Name 2D & 3D shapes



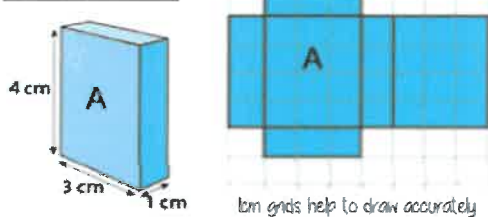
Recognise prisms

A solid object with two identical ends and flat sides



A cylinder although with very similar properties does not have flat faces so is not categorised as a prism

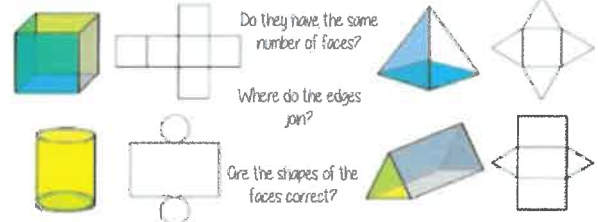
Nets of cuboids



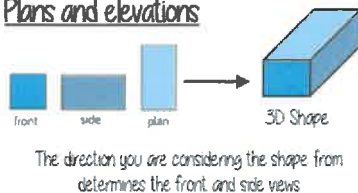
Visualise the folding of the net. Will it make the cuboid with all sides touching

1cm grids help to draw accurately

Sketch and recognise nets

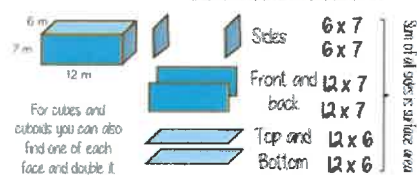


Plans and elevations



Surface area

Sketching nets first helps you visualise all the sides that will form the overall surface area



For other shapes - not all the sides are the same, so calculate the individually

Volumes

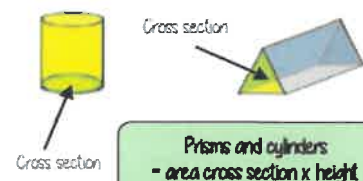
Volume is the 3D space it takes up - also known as capacity if using liquids to fill the space



Counting cubes
Some 3D shape volumes can be calculated by counting the number of cubes that fit inside the shape

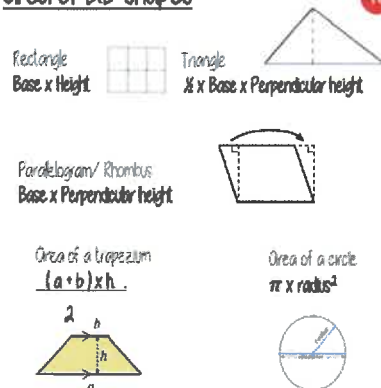
Cubes/ Cuboids - base x width x height

Remember multiplication is commutative

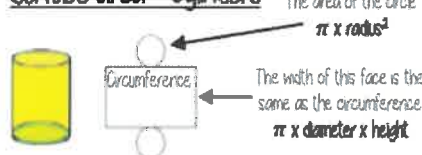


Height can also be described as depth

Area of 2D shapes



Surface area - cylinders



$$2 \times \pi \times \text{radius}^2 + \pi \times \text{diameter} \times \text{height}$$

Areas - square units

Volumes - cube units

Areas and volumes can be left in terms of π

Constructing in 2D and 3D Shapes

Prior Learning Links

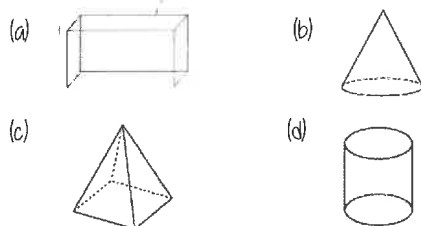
- What is the formula for the area of:
 - Triangle
 - Parallelogram
 - Trapezium
- Write the formula to find the volume of a prism

Key Vocabulary

- Define the following key words:
 - Vertex
 - Edge
 - Face
 - Cross Section
 - Plan

Recognise Prisms

- Decide whether each of these shapes are a prism



2D and 3D Shapes

- Name the following 2D shapes

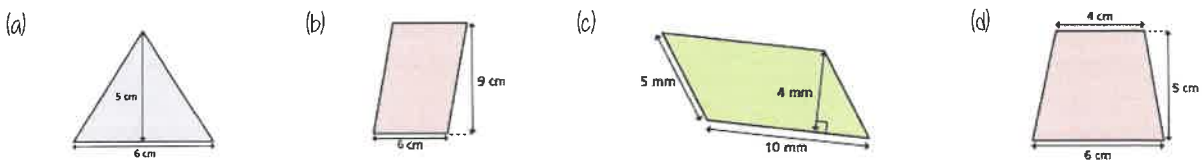


- Name the following 3D shapes

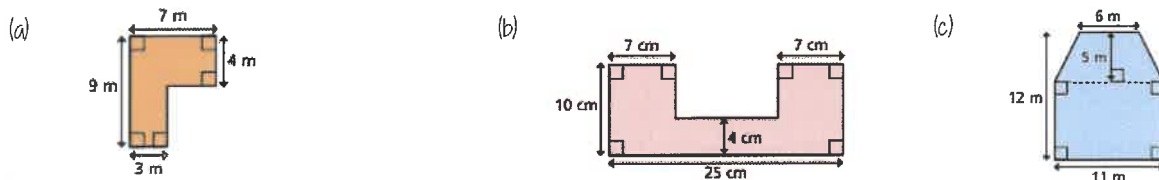


Area of 2D Shapes

- Calculate the area of the following shapes

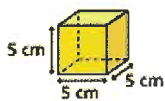


- Calculate the area of the following compound shapes

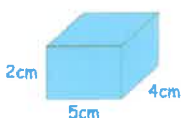


Surface Area

- Calculate the total surface area of the cube

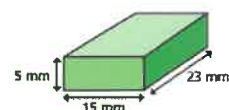


- Calculate the total surface area of the cuboid

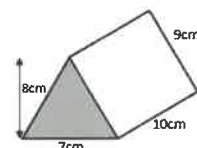


Volume

- Calculate the volume of this cuboid



- Calculate the volume of this triangular prism



Year 9- Constructing in 2 and 3 Dimensions- Constructions and Congruency

Essential knowledge

Draw and measure angles

Know the meaning of congruence

Know the meaning of perpendicular

Key Vocabulary

Acute- An angle which is measuring less than 90°

Obtuse- an angle which is greater than 90° and less than 180°

Reflex- an angle that measures more than 180° but less than 360°

Right angle- an angle that measures exactly 90°

Line segment- a line bounded by two distinct points

Corresponding- a pair of matching sides that are in the same spot in two different shapes

Congruent- identical in form

Perpendicular- at an angle of 90° to a given line, plane, or surface

Prior learning links

Year 7- Lines and angles

Year 8- Angles in parallel lines and polygons

Measuring angles

You can measure an angle using a protractor.

Step 1: Line up the vertex (corner) of the angle with the cross section of the protractor.



Step 2: Make sure that one of the angle lines goes right through the zero.

Step 3: See which number the other line of the angle reaches on the protractor. Always read from the zero



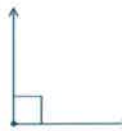
Congruency

Two shapes are described as congruent if they are identical.

The lengths of sides (edges) and sizes of angles must be equal between the two shapes for them to be congruent.

Reflections or rotations change the orientation of a shape but they are still congruent to the original shape.

Types of angles



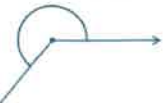
Right angle is 90° . Usually marked as a square



Acute angle
Less than 90°



Obtuse angle-An angle greater than 90° and less than 180°



Reflex Angle – An angle greater than 180° and less than 360°

Drawing angles

Draw an angle of 50° .

Step 1: Draw a straight line using a ruler.



Step 2: Place the centre (cross section) of the protractor at one end of the line. This will become the vertex (corner) of the angle. Make sure the line lines up with the base line of the protractor.



Step 3: Look for 50° on the protractor.



Step 4: Remove the protractor. Using a ruler, join the mark you made to the end of the line that was in the centre of the protractor.



Prior learning links

What is an acute angle?

What is an obtuse angle?

What is a reflex angle?

Key Vocabulary

Define the word perpendicular and draw two perpendicular lines

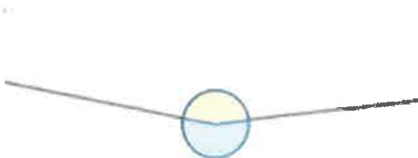
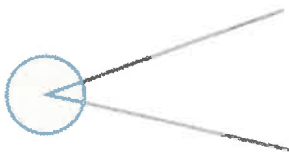
Measuring angles

Alex and Dora measure the angle using a protractor.



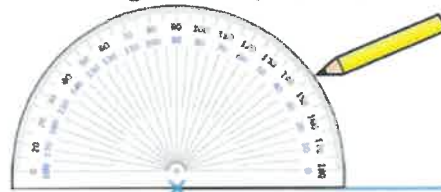
Who do you agree with? Why?

Measure all four angles shown.



Drawing angles

Teddy is drawing an angle of 35°
He marks the angle with his pencil as shown.



Will Teddy's diagram show the correct angle? How do you know?

Draw angles of size...

50°

10°

15°

85°

27°

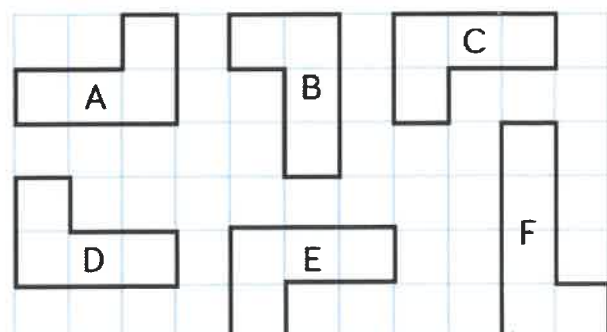
160°

107°

Congruent shapes

Which shapes are congruent to shape A?

How do you know?



Constructions and Congruency

Prior Learning Links

- Lines and angles
- Angles in parallel lines and polygons

Essential Knowledge

- Understand the different types of angles
- Draw and measure angles
- Understand the meaning of congruence
- Understand the meaning of perpendicular

Keywords

Protractor: piece of equipment used to measure and draw angles

Locus: set of points with a common property

Equidistant: the same distance

Discorectangle: (a stadium) – a rectangle with semi circles at either end

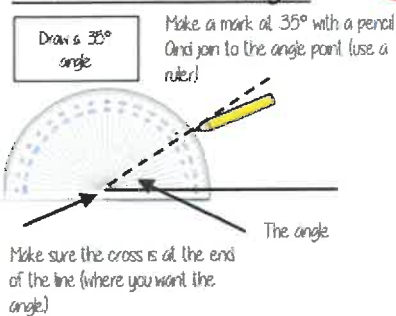
Perpendicular: lines that meet at 90°

Arc: part of a curve

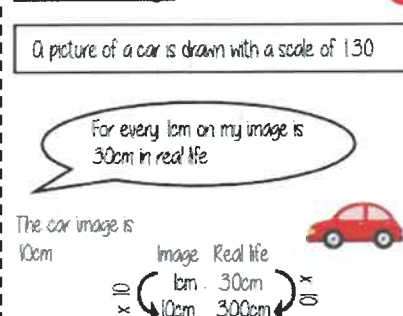
Bisector: a line that divides something into two equal parts

Congruent: the same shape and size

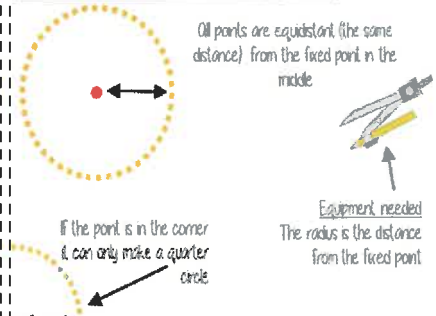
Draw and measure angles



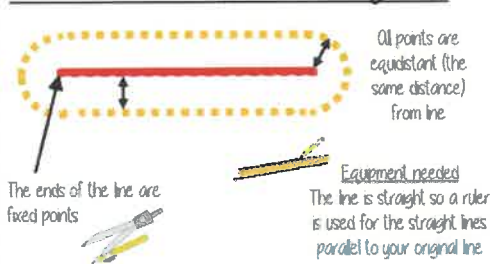
Scale drawings



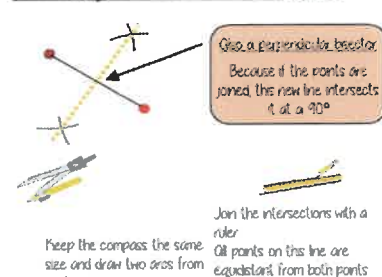
Locus of a distance from a point



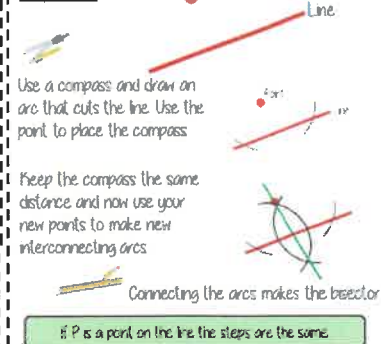
Locus of a distance from a straight line



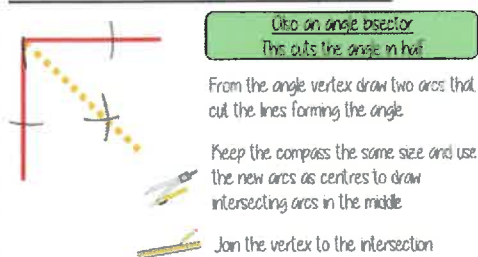
Locus equidistant from two points



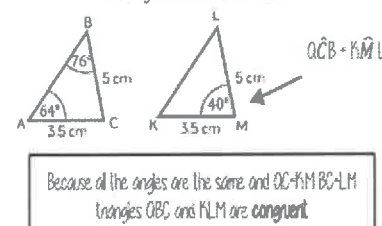
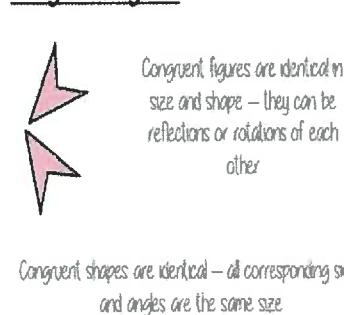
Construct a perpendicular from a point



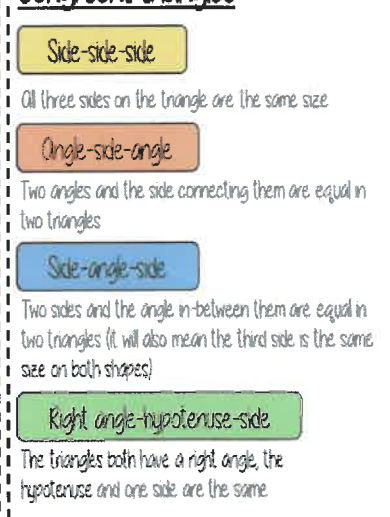
Locus of a distance from two lines



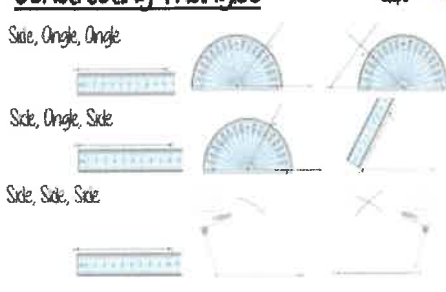
Congruent figures



Congruent triangles



Constructing Triangles



Constructions and Congruency

Prior Learning Links

- 1 What is an acute angle?
- 2 What is an obtuse angle?
- 3 What is a reflex angle?

Key Vocabulary

- 1 Define the word perpendicular
- 2 Draw two perpendicular lines.

Measuring Angles

- 1 Alex and Dora measure the angle using a protractor. Who do you agree with?



- 2 Njah measures this angle. She says the angle is 30° . How do you know, just by looking at the angle, that it is not 30° ?



- 3 Measure all four angles shown.



Drawing Angles

- 1 Teddy is drawing an angle of 35° . He marks the angle with the pencil as shown. Will Teddy's diagram show the correct angle? How do you know?

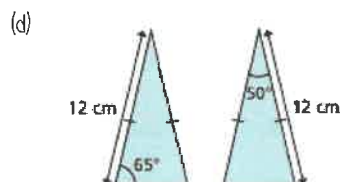
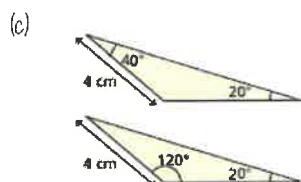
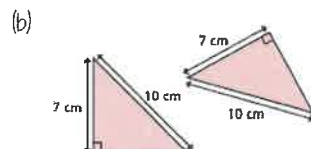
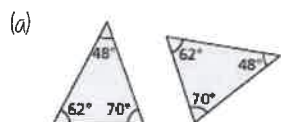


- 2 Draw the following angles:

- (a) 35°
- (b) 10°
- (c) 15°
- (d) 85°
- (e) 27°
- (f) 160°
- (g) 107°

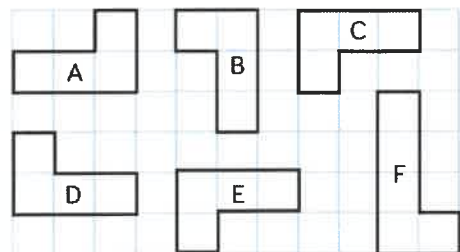
Congruent Triangles

- 1 State whether the triangles are congruent, not congruent or if there is not enough information:



Congruent Shapes

- 1 Which shapes are congruent to shape A? How do you know?



- 2 Decide whether each statement is always true, sometimes true or never true.

- (a) Two shapes are congruent if they have the same area
- (b) Two shapes have the same area if they are congruent

Year 9 term 2 Energy, nutrients and digestion

Essential knowledge

To understand how we get energy and how is it used with in the body.

Key Vocabulary

Digestion-The process by which food is broken down in the digestive tract to release nutrients.

Nutrients-An element or compound needed for normal growth, development and health maintenance.

Energy (dietary)- Derived from chemical combustion of food and required to stay alive.

Energy Balance- the relationship between energy consumed (in food) and energy used (through exercise)

Prior learning links

The students have previously learnt about the different life stages and nutrients need in those life stages

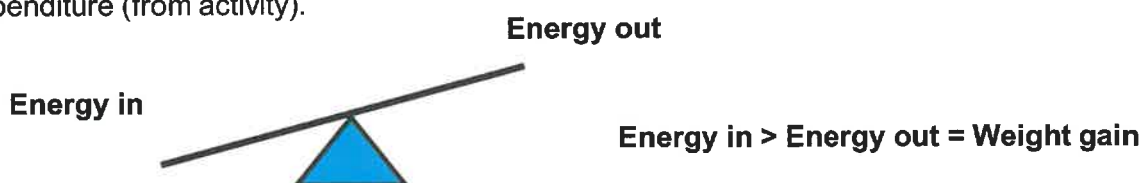
Energy

Energy is essential for life, and is required to fuel many different body processes, growth and activities. These include:

- keeping the heart beating;
- keeping the organs functioning;
- maintenance of body temperature;
- muscle contraction.

Energy balance

To maintain body weight it is necessary to balance energy intake (from food and drink) with energy expenditure (from activity).



Energy from food

Energy intake is measured in joules (J) or kilojoules (kJ), but many people are more familiar with the term calories (kcal).

Different macronutrients provide different amounts of energy.

Energy requirements vary from person to person, depending on the Basal Metabolic Rate (BMR) and Physical Activity Level (PAL). **Total energy expenditure = BMR x PAL**

Digestion

The body requires energy from food and drink. Our bodies release the energy and nutrients from food. The food passes down the Gastrointestinal tract (GI) tract as shown below.

Stages of digestion

Ingestion - the intake of food into the gastrointestinal (GI) tract.

Digestion - a series of physical and chemical processes which begin in the mouth, but take place mainly in the stomach and small intestine.

Absorption - the passage of digested food substances across the gastrointestinal lining into the bloodstream and lymphatic system.

Elimination - the excretion of undigested food substances (such as cellulose) or waste in faeces.



Prior learning links

Why is folate important when pregnant?

Which foods are good sources of folate?

At what age do babies start being weaned?

Why do energy requirements increase during childhood?

How big and often should children eat?

Key Vocabulary

Digestion-

Nutrients-

Energy (dietary)-

Energy Balance-

What is the purpose of energy in the body?

Can you list the different functions energy is used for in the body?

You need to answer these questions with full explanation and full sentences.

Why is it important for us to have balance in our energy intake and our energy expenditure?

What is energy measured in? give all the different measurements

There are different types of macronutrients that provide different amounts of energy. Using the information provide, draw up a table listing per 100g for much energy is provided in Protein, carbohydrate, alcohol and fat.

You need to answer these questions with full explanation and full sentences.

Please give an explanation for what digestion is?

Draw the digestive system and label each of the body parts.

Can you explain the different stages of the digestive system?

Essential knowledge

- The interdependence of organisms in an ecosystem
- The importance of plant reproduction by insect pollination
- A simple model of chromosomes, genes and DNA
- The variation between individuals within a species being continuous or discontinuous
- How organisms affect, and are affected by, their environment
- Changes in the environment may leave species unable to compete successfully and lead to extinction

Key Vocabulary

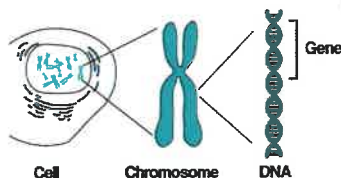
- Adaptation
- Ecosystem
- Food chain
- Habitat
- Variation
- Species
- Extinct
- DNA

Prior learning links

- Living things have changed over time and fossils provide information about living things that inhabited the Earth millions of years ago
- Living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- Animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
- Living things are classified based on their characteristics
- Most living things live in habitats to which they are suited

Genetics

- DNA is found in the nucleus of eukaryotic cells. It is a double helix shape,
- It is arranged into strands called chromosomes
- There are 46 chromosomes in a human body cell
- Each chromosome is divided into sections of DNA called genes
- Genes contain the information for a particular characteristic e.g. eye colour



Variation

- A species is a group of organisms that reproduce and produce fertile offspring
- Differences between members of the same species is called variation
- Variation can be controlled by our genetics, our environment or a combination of both
- Examples of genetic or inherited variation includes eye colour, blood group, skin colour
- Examples of environmental variation includes lifestyle, accent, language and scars

Food chains

- Feeding relationships between organisms in a habitat are represented by food chains



- Producers are green plants found at the start of a food chain
- Primary consumers eat producers
- Secondary consumers eat primary consumers
- The arrows show the direction in which the energy travels through the organisms

Adaptations

- Different organisms can survive in different environments because they are adapted and can compete for resources
- Adaptations can be structural or behavioural
- Examples of structural adaptations: thick fur, camouflage, large ears
- Examples of behavioural adaptations: migration, hibernation, hunting at night
- Predators are adapted to catch prey by having sharp teeth and claws

Essential knowledge

- The interdependence of organisms in an ecosystem
- The importance of plant reproduction by insect pollination
- A simple model of chromosomes, genes and DNA
- The variation between individuals within a species being continuous or discontinuous
- How organisms affect, and are affected by, their environment
- Changes in the environment may leave species unable to compete successfully and lead to extinction

Key Vocabulary

Which keyword:

1. Describes differences within a species?
2. Is found inside the nucleus in a cell?
3. Shows the feeding relationship between different organisms?

Prior learning links

1. What can give us information about living things from millions of years ago?
2. How are living things classified?
3. Animals and plants are a _____ to suit their environment
4. What is a habitat?
5. Offspring generally are not identical to their parents. They show _____.
6. What is the name given to the process where an organism gradually changes over time?

Genetics

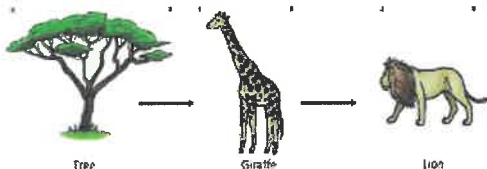
1. Where is the DNA found in eukaryotic cells?
2. What are chromosomes?
3. How many chromosomes are in the nucleus of a body cell?
4. What is a gene?
5. Give an example of a characteristic controlled by gene
6. What shape is DNA?

Variation

1. Define a species
2. What is variation?
3. Give an example of a species that shows little variation
4. Give an example of a species that shows lots of variation
5. Name the two types of variation
6. Give two examples of each type of variation named in question 3
7. Give an example of a characteristic that can be a combination of both types of variation.

Food chains

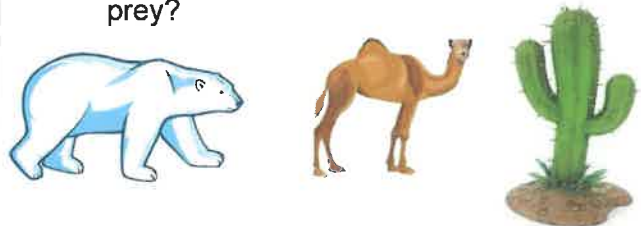
1. What does a food chain show?



2. Name the producer in the food chain above
3. Name the primary consumer in the food chain above
4. Name the secondary consumer in the food chain above
5. What is a producer?
6. What do the arrows in a food chain show?

Adaptations

1. Name the two types of adaptations
2. Give an example of each type of adaptation
3. How are predators adapted to catch their prey?



4. State some adaptations of the organisms in the images above.

The logo consists of a sphere made of thin, grey, intersecting lines, creating a wireframe effect. A solid black horizontal bar is positioned across the middle of the sphere.

EBACC

Year 9 - Religious Festivals

Essential knowledge

- The significance of the Resurrection of Jesus
- Abrahamic faiths share prophets
- Understand why festivals are celebrated
- Understand how time has altered the customs that take place around in religious festivals
- Able to identify how the same festivals are celebrated in different ways around the world

Key vocabulary

Pesach, Mitzvah, Eid-UI Fitr, Eid Ul-Adha, Ramadan, Christmas, Psalm, Advent, Shawwal, Sukkot, Matzah, Exodus, Sukkah, Holi, Holika Dahan Diwali, Rangoli Patterns, Wesak, Parinirvana Day, Vaisakhi, Nibbana, Gurburbs, Enlightenment

Christianity

The most important celebration in Christianity is Easter. It remembers the death and resurrection of Jesus. Religious celebrations and services begin with Psalm Sunday and carry on for a week up until Easter Sunday. The resurrection of Jesus is one of the most significant, if not the most significant, events to take place in Christianity, as this shows Christians that Jesus was certainly the son of God. Other important days of that week include Maundy Thursday, Good Friday and Easter Saturday. Other festivals include Christmas, which celebrates the birth of Jesus. There are many aspects to the celebration of Christmas including Advent, Ascension and Midnight Mass.

Prior learning links

Students will have studied all world religions in year 7 so will have the knowledge of all to reference in this topic. During year 8 students look at religious parables and will therefore be able to compare the stories in this topic to those they studied in year 8 in terms of morals.

Buddhism

There are two main festivals in Buddhism, Wesak and Parinirvana Day. Wesak is commonly celebrated in May. It is the Buddhist festival that celebrates the birth of the Buddha. Wesak also commemorates the three major events in the Buddha's life, which were his birth, his enlightenment and his death. It is also known as Buddha Day. Parinirvana Day is linked to Wesak as it is concerned with the Buddha's death. It is commonly celebrated by Mahayana Buddhists on the 15th of February and it commemorates when the Buddha achieved final nibbana.

Islam

Islam is the religion of giving, and generosity is an essential part of being a Muslim. This forms a part of the month long festival Ramadan, in which Muslims fast during the daylight hours and only eat in the evening. Another festival in Islam is Eid. Eid is another festival in which Muslims will give and receive gifts. There are two Eid festivals; Eid Ul-Adha which is celebrated at the end of Hajj and Eid Ul-Fitr celebrated on the first day of Shawwal, the month after Ramadan.

Judaism

There are a number in different festivals in Judaism including Pesach and Sukkot. Pesach, sometimes known as Passover, is a festival held each year and remembers the story of Moses' mission to free the Israelites in Egypt. Pesach means to pass over, referring to God's passing over the Israelites' houses and sparing their firstborn. The Festival of Sukkot looks back to the Exodus, when the Israelites wandered the desert, and it celebrates the autumn harvest, when farmers bring in their crops. When the Israelites wandered the desert after leaving Egypt they faced many hardships, including hunger and exhaustion. Sukkot is a remembrance of this and the reason why there is a celebration of a successful harvest.

Hinduism

The Hindu festival of Holi takes place in spring. Celebrations start on the evening before Holi, which is called Holika Dahan. Today, Hindus celebrate this in many ways, but it traditional to have a bonfire, to which offerings such as grain, dates and coconuts are made. Another Hindu festival is Diwali. Diwali is the festival of lights, and households put lines of Diya lamps up in their windows. This celebrates the story of Rama and Sita.

Sikhism

Vaisakhi is the largest and most famous Sikh festival. It recalls the day Guru Gobind Singh set up the Khalsa. A central theme of the celebration is to remind Sikhs they are saint-soldiers - fighting for justice while living spiritual lives. Gurburbs are days where Sikhs show respect to the Gurus. This is a chance for Sikhs to remember what the Gurus endured during their lives and the sacrifices they made for their religion.

Year 9 - Religious festivals

Prior learning links

1. What was the Exodus?
2. Where did the crucifixion of Jesus take place?
3. Which of the Five Pillars of Islam means fasting?
4. Which story in Hinduism is part of the inspiration for the Holi festival.
5. How many Sikh Gurus have there been?

Judaism

1. Name two festivals that are celebrated in Judaism?
2. Which festival celebrates Moses' efforts during the Exodus?
3. Pesach is also known by what name?
4. Which festival is linked to the autumn harvest?

Buddhism

1. What are the two main festivals in Buddhism?
2. Which festival is commonly celebrated in May?
3. Wesak is also known by what name?
4. What three things does the festival of Wesak celebrate?
5. Which festival is mainly linked to the Buddha's death?
6. Which type of Buddhist traditionally celebrates the festival linked to his death?
7. What did the Buddha achieve when he died?

Key vocabulary

1. Which festival is the most important in Christianity?
2. Which festival do Muslims fast in?
3. Which Islamic festival is celebrated the day after the answer for question 2?
4. What is the name for the Buddha's birthday?
5. Which Jewish festival remembers the Exodus?

Christianity

1. What does the festival of Christmas remember?
2. What does the festival of Easter remember?
3. What different services might take place around Christmas?
4. What day starts off the Easter festival?
5. What specific event celebrated at Easter proves to Christians that Jesus is the son of God?
6. Name three important days in Easter week.

Islam

1. How long is the festival of Ramadan?
2. When do Muslims fast and eat during the Ramadan festival?
3. How many Eid festivals are there?
4. What is the name of the month after Ramadan?
5. Which Eid festival is celebrated the day after Ramadan ends?
6. What commonly takes place during the Eid festivals?
7. Which Eid festival comes after Hajj?
8. Hajj is one of the Pillars of Islam and traditionally Muslims pilgrimage to which important city?

Hinduism

1. When does the festival of Holi take place?
2. What is the name given to the evening before the Holi festival?
3. What traditions take place during the Holi festival?
4. What are lit during the Diwali festival?
5. Which two people does the Diwali festival remember?

Sikhism

1. What is the largest festival in Sikhism and what does it celebrate?
2. The Khalsa was formed by which of the Sikh Gurus?
3. What is a main reminder for Sikhs during the largest religious festival?
4. What are Gurburbs?
5. What do Sikhs remember during the Gurburbs?

Year 9 Geography Term 1b

Opportunities and Challenges

Essential knowledge

How water is used in the UK and globally.

How water is managed in the UK.

Causes, impacts and solutions to air pollution in the UK.

The benefits and costs of energy consumption in the UK.

Key vocabulary

Irrigation - artificially applying water to crops using channels or sprinklers

Water deficit - When demand for water is greater than supply

Water surplus - When supply of water is greater than demand

Reservoir - An artificial lake where water is stored. Formed by building a dam.

Traffic congestion - The slow movement of traffic caused by large traffic volume

Prior learning links

7.4 Rivers and flooding - How water is used and where we get our water from in the UK.

7.5 Investigating settlements - Why settlements are located next to water supplies.

8.3 What is Africa like? - How resources have been used in the past and why some resources help create wealth in a country.

Water consumption

Only 3% of all the water in the world is fresh and only 1% is available for us to use. Globally - Consumption of water has increased rapidly since the 1950s. This is mainly due to population growth. Water is consumed for three main purposes:

Agriculture

70%



Industry

17%



Domestic

13%



In the ground
Aquifers



Above ground
Lakes and reservoirs

In the UK - The water which comes to our homes comes from **rainwater**. It is stored in two ways:

Water deficits exist in areas of high population density and low precipitation. Example: South East England.

Water transfer and storage schemes move water from areas of surplus to areas of deficit but can lead to conflict.

Air pollution

99% of the global population breathe air that contains high levels of pollutants (gases and particulates) Populations in LICs and NEEs suffer from the highest exposures. Burning fossil fuels for energy and forest fires are the main sources of air pollutants.

UK transport-related air pollution - The highest concentrations of pollutants are in the south east of England.

Causes: Rapid increase in the use of cars burning petrol. **Increased traffic congestion** - Leads to cars idling and releasing carbon dioxide, nitrogen dioxide and particulates in high concentrations.

Impacts: Health problems: lung disease, heart disease, asthma, underweight babies, linked to 40,000 deaths annually.

Solutions: **Reduce car use** through increased use of public transport, clean air zones and car sharing schemes.

Use cleaner cars - electric or hybrid

Energy consumption

In 2020 43% of UK power came from renewable energies. It is planned that all coal fired power stations will be closed by 2025.

This shows that the energy mix is changing - from fossil fuels to non-renewable energy.

Non-renewable sources such as **coal** are often burnt in power stations to produce electricity.

Opportunities: Abundant reserves of coal, cheap to generate electricity, continual supply is possible

Challenges: Coal is a finite resource, coal needs to be imported, produces air pollutants.

Renewable the biggest source of renewable energy in the uk is **wind**.

Opportunities: Doesn't create air pollution, low operating costs, provides jobs

Challenges: Intermittent production, produces noise pollution, expensive to build wind farms

Year 9 Geography Term 1b

Opportunities and Challenges

Prior learning links

1. Name one input in the water cycle.
2. Name one output in the water cycle.
3. Name one store in the water cycle.
4. Name one area of the Horn of Africa that is good for farming.
5. Name one area of the Horn of Africa that is not so good for farming.

Key vocabulary

1. What is irrigation?
2. What is water deficit?
3. What is water surplus?
4. What is a reservoir?
5. What is traffic congestion?

Water consumption

1. How much of the world's water is fresh?
2. How much of the world's water is available to use?
3. What is happening to global water consumption?
4. When did this change start?
5. Why is this change happening?
6. What are the three main purposes of water consumption?
7. Where does the water we use in our homes in the UK come from?
8. Where is the water that comes to our homes stored?
9. When does a water deficit occur?
10. Where in the UK is a water deficit a problem?
11. What can be done to move water from areas of surplus to deficit?
12. What problem can occur when these schemes are used?

Air pollution

1. What proportion of the global population breathe air that contains high levels of pollutants?
2. Name two types of pollutants
3. Which populations have the highest exposure to pollutants?
4. What are the two main sources of these pollutants?
5. What type of air pollution occurs in the UK?
6. Where are the highest concentrations of pollutants in the UK?
7. Which two factors are causing the increase in transport-related air pollution in the UK?
8. What are the impacts does increased air pollution have on people's health?
9. Name two ways in which transport related air pollution can be reduced.
10. What are the alternatives to using a car?

Energy consumption

1. How much of the UK's power came from renewables in 2020?
2. When is it planned that all coal fired power stations will close?
3. How is the energy mix changing?
4. Name three fossil fuels.
5. Name three renewables.
6. What happens to non-renewables like coal to generate electricity?
7. What are the opportunities of using non-renewables like coal to generate electricity?
8. What are the challenges of using non-renewables like coal to generate electricity?
9. Which is the most common source of renewable energy in the UK?
10. What are the opportunities of using renewables like wind to generate electricity?
11. What are the challenges of using renewables like wind to generate electricity?

Essential knowledge

- Forming the past tense: using avoir.
- Forming the future tense: using aller
- Subject pronouns.
- opinions
- Conjunctions.

Prior learning links

- Understanding masculine and feminine nouns
- opinions + reasons
- Etre* and *avoir*
- Adjectives + agreements
- Possessive adjective:
My = *mon ma mes*

Conjugating 'er' verbs

Most verbs in French are ER verbs. This means they end with the letters ER. These are verbs in the infinitive form. In English they translate using 'to' at the start of them. **aimer** is the verb 'to like'.

When using them in the present tense, the end of the verb will change depending on who is doing the action. This applies to ALL -er-verbs.

e.g. *J'aime* I like
Tu aimes You like
Il aime He likes

Other examples of 'er' verbs are;

adorer - to love *J'adore*
danser - to dance *Je danse*
écouter - to listen *J'écoute*
porter - to wear *Je porte*

*Remember there are 3 parts to make the past tense in French.
Person + avoir bit + action (**é** = 'ed')
J' + ai + joué = I + have + played
J'ai regardé = I watched
J'ai dansé = I danced

Key vocabulary

This is the present tense

Aimer	To like
<i>J'aime</i>	I like
<i>Tu aimes</i>	You like
<i>Il aime</i>	He likes
<i>Elle aime</i>	She likes
<i>On aime</i>	We like
<i>Nous aimons</i>	We like
<i>Vous aimez</i>	You like
<i>Ils aiment</i>	They like
<i>Elles aiment</i>	They like
<i>Tu aimes...?</i>	Do you like...?

Aller	to go
<i>Je vais</i>	I go
<i>Tu vas</i>	You go
<i>Il/Elle/On va</i>	He/She/We go
<i>Nous allons</i>	We go
<i>Vous allez</i>	You go
<i>Ils/Elles vont</i>	They go

Avoir	To have
<i>J'ai</i>	I have
<i>Tu as</i>	You have
<i>Il a</i>	He has
<i>Elle a</i>	She has
<i>On a</i>	We have
<i>Nous avons</i>	We have
<i>Vous avez</i>	You have
<i>Ils ont</i>	They have
<i>Elles ont</i>	They have

<i>mais</i>	but
<i>et</i>	and
<i>aussi</i>	also
<i>parce que</i>	because
<i>car</i>	because
<i>c'est</i>	it is
<i>Ils sont</i>	They are

<i>fantastique</i>	fantastic
<i>génial</i>	great
<i>super</i>	super
<i>nul</i>	rubbish
<i>ennuyeux</i>	boring
<i>confortable</i>	comfortable

To speak in the **future** tense we need to use the verb **aller** (to go) with other verbs to convey **future** plans.

Je vais visiter ma mère. =
I am going to visit my mum.

Il va manger la pizza. =
He is going to eat pizza.
Tu vas jouer au foot. =
You are going to play football.

To speak in the **past** tense we need to use the verb **avoir** (to have) with other verbs to convey what **has happened**.

J'ai mangé le chocolat. =
I ate/have eaten the chocolate.

J'ai porté un jean =
I wore/have worn jeans.

<i>un tee-shirt</i>	a t-shirt
<i>un pantalon</i>	trousers
<i>un pull</i>	jumper
<i>un jean</i>	jeans
<i>un short</i>	shorts
<i>un manteau</i>	coat
<i>un sweat à capuche</i>	hoodie
<i>une robe</i>	dress
<i>une jupe</i>	skirt
<i>une chemise</i>	shirt
<i>une veste</i>	blazer/jacket
<i>des bottes</i>	boots
<i>des baskets</i>	trainers
<i>des chaussures</i>	shoes
<i>des chaussettes</i>	socks

*Remember that when you use colours in French, they come **AFTER** the noun.
stylo rouge = red pen

*Remember adjectives have to agree with the noun.

Les chaussettes bleues.
The blue socks.
(femine, plural)

Write the correct translation for the following subject pronouns with *aller* (to go).

- | | |
|---------------------------|------------------------------|
| 1 We go _____ | 6. You (plural) go _____ |
| 2. They (female) go _____ | 7. You (a friend) go _____ |
| 3. You (polite) go _____ | 8. They (masculine) go _____ |
| 4. He goes _____ | 9. They (feminine) go _____ |
| 5. I go _____ | 10. She goes _____ |

Reading task: Match items 1-15 with pictures a-o. Ex: 1 = i, n, a (you may use the clothes more than once).

Associe les phrases aux dessins.

- 1 manger au restaurant
- 2 un tee-shirt bleu
- 3 des baskets
- 4 jouer au foot
- 5 aller au cinéma
- 6 un jean
- 7 faire du camping
- 8 un pantalon beige
- 9 un short orange
- 10 faire de la rando
- 11 une chemise blanche
- 12 aller à un concert
- 13 des bottes noires
- 14 un sweat à capuche noir
- 15 un pullover bleu



Read the 3 paragraphs. Decide which singer is mentioned. What opinions are given and any other details.

Je suis fan de Diam's. J'adore la chanson *Ma France à moi* parce que j'aime bien les paroles. J'aime aussi son look et je pense qu'elle est sympa et intelligente. Je n'aime pas la musique de Michael Bubl . Il est nul. Mais ma s ur adore sa musique. Moi, je n'aime pas les paroles.
Gabrielle



	Singer	opinion	other details
Quentin			
Guillaume			
Gabrielle			

Moi, j'aime beaucoup la musique de Katy Perry parce que j'adore les paroles et les m lodies.
Guillaume



La musique, c'est ma passion. J' coute du m tal parce que j'adore  a. Je n'aime pas du tout la musique de Lily Allen.   mon avis, c'est nul.
Quentin



Which three sentences are correct? Correct the two sentences that are wrong.

- | | |
|---------------------------------------|--------------------------|
| 1 J'ai jou  au foot dans le parc. | 4 J'ai aim  le film. |
| 2 J'ai regarde des DVD. | 5 J'ai mang  du popcorn. |
| 3 Je jou  au volley avec mes copains. | |

Choose the correct form of the near future tense to fill in the gaps.

Ce weekend,   je va faire/je vais faire du shopping avec mes copines et le soir,   je vas manger/je vais manger au restaurant.
Le dimanche,   je vais aller/je va aller au cin ma avec ma famille.   Je vais porter/Je vas porter ma jupe bleue. Et toi, qu'est-ce que   tu vais faire/tu vas faire?

Extend your skills!

Adapt the final paragraph to write about what you are going to do this weekend. Can you also write some sentences to say what you did last weekend (le weekend dernier) using the past tense?

Je suis all  = I went

Year 9 - Turning points of WW2

Essential knowledge

What the turning points were in the second world war
Local history during WW2 - how national events were reflected in Blackpool - preparation, evacuation, the Blitz, propaganda and censorship, VE day.

Key vocabulary

Evacuation, blitzkrieg, propaganda, censorship, turning point, significance, home front.

Prior learning links

Students have studied life during the interwar years, and the tensions present. They have learnt about the rise of dictators, and the rise of ideologies such as Facism and Communism. They have learnt about the causes of WW2.

Key Dates		Key People	
1939	Germany invades Poland	Adolf Hitler	Leader of the Nazi Party and Chancellor of Germany, 1933 - 1945 (also referred to as the Führer meaning leader).
1940	Dunkirk evacuated and France surrenders to Germany		
1940	Germany launches air attacks on Great Britain (The Battle of Britain and the Blitz begins)	Winston Churchill	UK Prime Minister, 1940 - 1945 (and again from 1951 - 1955). Made many inspirational speeches that helped Britain win the War.
1941	The Japanese attack the US navy in Pearl Harbor.	FDR	US President, 1933 – 1945 (took the US into the war following the Pearl Harbor attacks). Died before the war finished.
1944	D-day and the Normandy invasion.		
1945	Germany surrenders and victory in Europe is declared	Stalin	General Secretary of the Communist Party and Leader of the USSR, 1929 - 1953. He signed the Nazi-Soviet pact and then helped to defeat Germany after 1941.
1945	Atomic bombs dropped on Hiroshima and Nagasaki, Japan by the US		

Key Facts

Triggers and causes	Political and economic instability in Germany. The harsh conditions of the Treaty of Versailles Rise of power of Adolf Hitler and his alliance with Italy and Japan to oppose the Soviet Union
Conflict between	The Axis Powers (Germany, Italy, and Japan) and the Allied Powers (France, Britain, the U.S., the Soviet Union, and China)
Casualties	Over 60 million people died in World War II. Estimated deaths range from 50-80 million. 38 to 55 million civilians were killed, including 13 to 20 million from war-related disease and famine.
Genocide	German Nazis committed genocide against Jews and Romanis, people with disabilities, Poles, homosexuals, Jehovah's witnesses and Afro-Germans.
Methods of warfare	Nuclear power and missiles were used, modern concepts of covert and special operations. Submarines and tanks were also more heavily used. Encryption codes for secret communication became more complex. Germany used the Blitzkrieg fighting method.

Rationing

Rationing was introduced in the United Kingdom in September 1939, on petrol. It was steadily introduced on more and more goods as the war went on, starting with bacon, butter and sugar on 8th January 1940. Everybody in the UK was affected, including the Royal family and Churchill. The Government created a special 'Ministry of Food' to ensure the British people did not starve.

Year 9 - Turning points of WW2

Prior Learning

Who were dictators in the 1920s and 1930s?
What was Facism?
What was Communism?
What caused WW2?
What tactics were used during WW1?

Key vocabulary

Evacuation,
Blitzkrieg,
propaganda,
Censorship,
turning point.

Key Dates - fill in the gaps.

1939	
1940	
1940	
1941	
1944	
1945	
1945	

Key People - fill in the gaps.

**Adolf
Hitler**

**Winston
Churchill**

FDR

Stalin

Key Facts

Triggers and causes	<ol style="list-style-type: none"> 1. What Treaty contributed to WW1? 2. Which countries allied with Hitler? 3. Which country had instability?
Conflict between	<ol style="list-style-type: none"> 1. Who were the Axis powers? 2. Who were the Allied powers?
Casualties	<ol style="list-style-type: none"> 1. How many people died in WW2? 2. How many soldiers died? 3. How many died from disease and famine?
Genocide	<ol style="list-style-type: none"> 1. Write a definition of genocide. 2. How does the word genocide link to WW2?
Methods of warfare	<ol style="list-style-type: none"> 1. What modern concepts of war developed? 2. What tactic did Germany use? 3. What was encryption?

Rationing

1. When was rationing introduced in the UK?
2. What was rationing used on?
3. Who was affected by rationing?
4. What was created to ensure people did not starve?
5. How did people feel about rationing?



CREATIVE

Year 9 Art, Half Term 2

Gargoyle Sculptures

Essential Knowledge

- Learn how to create a creative mindmap and explore ideas.
- Understand what a sculpture is.
- Develop an understanding of the work of an artist
- How to produce a monoprint.
- Key skills of how to work with clay

Links to Prior Learning:

- Observational drawing skills
- Monoprinting
- Working in the style of an artist
- Use of a creative background

Monoprinting

A monoprint is a form of printmaking in which an image is made from a smooth surface or 'plate' coated in printing ink such as a sheet of glass or metal. In contrast with other printing techniques, only one final image is made, making the technique closer to drawing or painting than other print processes.

Clay

The history of clay sculptures can be traced back to the earliest civilizations, with evidence of clay art dating as far back as 25,000 BCE. These ancient pieces often served practical purposes, such as pottery and figurines, but also demonstrated the creative spirit of our ancestors.

Hand-building

Handbuilding is exactly what it sounds like; using your hands to form an object out of clay. It encompasses some other, more specific, forming methods as well, like coil building and slab building, and is often used in conjunction with other forming techniques. Ceramic sculpture would fall into the hand-building category since it incorporates many different techniques.

Key Vocabulary

- **Sculpture** - Sculpture is the three-dimensional art work which is crafted from various materials.
- **Texture** - Texture refers to the surface quality of a work of art. It is an element found in both two-dimensional and three-dimensional designs.
- **Shading** - This is the use of marking made within outlines to suggest three-dimensionality, shadow, or degrees of light and dark in a picture or drawing.
- **Pressure** - The amount of physical force used when pressing on something.
- **Slip** - Watered down clay used as a bond when fixing parts of clay together.
- **Kiln** - A special type of high temperature oven used for clay to help it dry and solidify. An oven from home cannot be used for this.
- **Glaze** - Glossy coating on ceramic used for decoration and adding colour. This is applied between the first and second firing in the kiln. This is different to paint as paint would melt in the kiln whereas glaze hardens.
- **Clay** - Clay is a type of fine-grained natural soil material containing clay minerals. Most pure clay minerals are white or light-coloured, but natural clays show a variety of colours from impurities, such as a reddish or brownish colour from small amounts of iron oxide.
- **Ceramic** - A ceramic is any of the various hard, brittle, heat-resistant, and corrosion-resistant materials made by shaping and then firing an inorganic, nonmetallic material, such as clay, at a high temperature. Common examples are earthenware, porcelain, and brick.



Questions on Prior Learning:

Please write the questions out and answer the questions or complete the tasks accordingly.

1	What animals are Gargoyles designed after?
2	What material are gargoyles made from?
3	What 5 methods could you use to complete a creative background?
4	What needs to go on an artist information page?
5	What is the functional purpose of a gargoyle?

Please write the questions out and answer the questions or complete the tasks accordingly.

1	What is slip made of and what is it used for?
2	What is a pinch pot method?
3	How can you create the texture of hair when using clay?
4	What steps do you need to take when joining 2 pieces of clay together?
5	What is the step by step process for creating a monoprint?
6	What other subjects use the skill of selecting and using important information from a text.
7	How far back is the use of clay in art dated back to?
8	Where does clay come from?

Key Vocabulary

- **Sculpture**

- **Texture**

- **Shading**

- **Pressure**

- **Slip**

- **Kiln**

- **Glaze**

- **Clay**

- **Ceramic**

Find the mistake in the following sentence and re-write the sentence correctly...

9

"In contrast with other printing techniques, only one final image is made, making the technique closer to other print processed than drawing or painting."

10

What is a kiln used for?

11

Is paint or ink used with the technique of monoprinting?

12

Summarise the method of 'hand-building'.

Year 9 Textiles - Showtown Bag Project. Decorative Techniques: Applique and Reverse Applique.

Essential Knowledge

To understand how to use embellishment and surface decoration techniques such as couching, shibori, applique and reverse applique.

Prior learning links

Students have previously modelled transfer printing and fabric marker pens to embellish their own tie dyed fabric.

Key Vocabulary

Embellish - to make something more beautiful by the addition of detail or decoration.

Surface Pattern - is artwork that is created specifically to be applied as surface decoration.

Applique - where fabric is applied in layers to create a picture.

Reverse applique - Two layers of fabric of fabric have sections removed in order to reveal the fabric underneath.

Applique

While it features elements of embroidery, this craft combines smaller pieces of fabric that are then sewn or glued onto a larger piece of fabric. Together, they form a pattern or picture.

In this way, it's similar to collage; you are mixing patterns and fusing shapes to create compositions.

Appliqué can be completed on a sewing machine or by hand.

Common embroidery stitches are used to adhere the multiple materials together, and they can add even more decorative accents to the work.



Reverse Applique

A technique in which two pieces are sewn together by hand or machine, then the top layer is cut revealing the fabric layer underneath. The fabric edge can be left raw or the raw edges are turned under and stitched. Reverse appliqué is often used with applique as two techniques that compliment each other.



Year 9 Textiles - Showtown Bag Project. Decorative Techniques: Applique and Reverse Applique.

Prior Learning

How could you use applique in your Showtown bag design?

How could you use reverse applique in your Showtown bag design?

What will help you cut out an accurate shape from your fabric?

Key Vocabulary

Cover, look, write, check the definitions of the following:

Embellish -

Surface Pattern -

Applique -

Reverse applique -

Applique

1. What is applique?
1. How would I attach the shapes to the fabric?
1. Could I use hand or machine embroidery? Explain your answer.
1. Identify some decorative stitches that could be used if I decided to carry out hand embroidery to attach the shapes.
1. What could you use applique for on your bag design?



Reverse Applique

1. Explain how reverse applique works.
1. Would I use hand or machine embroidery to create reverse applique?
1. Can you name a fabric that doesn't fray around the edges that would be good for this technique?.



Extension Task: Think about how you can incorporate applique or reverse applique into your Showtown bag designs. Draw some ideas.

Year 9: Graphic design - Imagery

Essential Knowledge

- The difference between types of images used in graphic design
- How to use existing imagery to create unique ideas.

Key Vocabulary

Photography

Illustration

Drawing

Collage

Graphics

Imagery

Imagery Symbols

Icons

Pixel

IMAGERY

Whether it's photographs, hand-drawn illustrations, or digital artworks, images are core components of graphic design.

A designer's job is to take the everyday image and get the most from it. This may including manipulate or enhancing the image digitally or ensuring that some forward thinking and planning has taken place to provide the perfect environment for home shooting.

Imagery is a visual representation of items, people, scenery, and ideas through photos, illustrations, drawings, and graphics.

The **goal** of imagery in a piece of graphic design work is to make it interesting and help consumers understand the product being sold or the service being portrayed.

It is believed that the human brain can process images 60,000 times faster than words...helpful when you have a split second to make an impact. Customers are more likely to buy from companies that invest more in their graphic designers and high quality image.

Different types of images:-

- **Photographs**

A photograph is a visual representation of an object, person, place, or idea using one or more photographs.

They can be static or dynamic, still or animated.

Graphic designers can take photos themselves, work with a photographer or a cheaper and time-saving alternative is **stock photos**.

- **Graphics**

Graphics are images that are simplified. Where they only use shapes and symbols to represent the subject. They're simple enough to be easily understood by anyone.

Adobe Illustrator and Procreate are great packages to produce these.

Prior learning links

In previous years students have:-

- Analysed existing successful and simple images
- Using images to create products and logos.

Digital graphics are separated into two categories, **vector** and **pixel** based images. Vector images are usually simple and memorable they are created using software like adobe Illustrator using geometric shapes:



Pixel images are usually photograph based and they are manipulated using software like adobe photoshop. The quality of the photo is measured in pixels per inch (PPI)



- **Illustration**

can be static or animated, created with pen and ink, pencil, brush, crayon, marker, charcoal, pastels, crayons, watercolours, gouache, graphite, chalk or collage.

Like photos, illustrations are also available in **stock image libraries**, but you have to pay for these if you want to publish your work. Hand sketched illustrations can easily be turned into a digital image through the use of these incredible tools. Collage is often used by ripping paper/ images and layering them onto of each other to create an interesting effect. Below are some examples.

Raoul
Ausmann

Mike McQuade



Shepard Fairey

Year 9: Graphic design - Imagery

Key Vocabulary
Photography
Illustration
Drawing
Collage

Graphics
Imagery
Symbols
Icons
Pixel

Prior learning links

How can images be used in logos?

Can logos be successful using only images?

Give some examples of this.

What are the three main types of image that are used in graphic designs?

-
-
-

What is imagery

.....

.....

.....

.....

.....

What is the main goal for imagery in graphic design?

.....

.....

.....

.....

How can graphic designers find photographs to feature in their work?

-
-
-

Name two examples of digital software that can be used to create simple graphics.

-
-

What is the difference between vector and pixel images?

.....

.....

.....

.....

What good examples of digital software are available to create vector images?

.....

.....

What good examples of digital software are available to create vector images?

.....

.....

What can a graphic designer do to gather images for their work quickly and easily?

.....

.....

Please research and find out what stock images are?

.....

.....

.....

.....

.....

What is illustration?

.....

.....

.....

What resources can you use to create illustrations?

.....

.....

.....

.....

.....

How do you create a collage?

.....

.....

.....



There are three collages above. Which one do you like the best and why?

.....

.....

.....

.....

.....

Year 9 - Film Music

To identify the purpose of music in films

Essential knowledge

To identify how composers used the elements of music in films and what effect they have.

Dynamics

Rhythm

Structure

Melody

Instrumentation

Tonality

Harmony

Key vocabulary

Leitmotif

Motif

Soundtrack

Click track

Theme song

Diegetic music

Non-diegetic music

Mickey-mousing

Tonality

Major

Minor

Harmony

Clash & resolve

Concord

Discord/Dissonance

Prior learning links

Building on understanding of the elements of music from across years 7 and 8, you will look more in-depth at how these elements and techniques are used and develop your understanding through creating your own music set to a short film.

The purpose of music in Film

To help tell the story by giving the audience more information about the characters, the mood or the setting of the film.

This is done through the use of techniques such as:-

Leitmotif - a musical theme associated with a character, object or event

Mickey-mousing - where the music mimics the action on the screen

Non-diegetic music - music the audience hears, but the characters don't. It sets the scene and builds tension by forewarning the audience of future events. The opposite is **diegetic** music - which the characters can hear.

Film music techniques

Trill - rapidly alternating between two notes a semitone apart (right next to each other on the keyboard), can be used as scene setting (to create tension if dissonant, or tranquility if imitating birdsong for example), or as mickey-mousing (such as cartoon rapid tip-toe).

Sequence - taking a short melodic idea and repeating it in an ever ascending, or descending alteration of the pitch. Used, for example, to build tension (ascending) or affect sadness (descending).

Glissando - a technique of pitch-bending where the note slides in an ascending or descending motion. Can create great uncertainty, or mimic a gut-wrenching emotion felt by the characters in the film/

Ostinato - a repeating pattern in music. A short rhythmic or melodic idea is repeated over and over, sometimes other elements of music are altered, e.g. dynamics or tempo, to set the scene or as mickey-mousing.

Tonality in film music

Tonality in music tells us which scale is being used for all the notes of the melody and harmony. There are three main types:-

Major - used for happy, positive and triumphant music. When writing a Leitmotif for an heroic character, a composer would usually use a major tonality. The C Major scale :- C D E F G A B C

Minor - used for sad, negative or defeat in music. When writing a Leitmotif for a villain, a composer would usually use a minor tonality. The C minor scale C D E \flat F G A \flat B C

Atonal - used for disturbing or unusual settings in music. Atonal music often sounds very **dissonant** (unpleasant with a lot of notes 'clashing'). Composers would most likely use atonal music if the scene is particularly chaotic, strange or 'dark' in nature. Atonal music uses the full **chromatic** scale:-

C D \flat D E \flat E F G \flat G A \flat A B \flat B C

Year 9 - Film Music

To identify the purpose of music in films

Prior learning links

Building on understanding of the elements of music from across years 7 and 8, you will look more in-depth at how these elements and techniques are used and develop your understanding through creating your own music set to a short film.

Key vocabulary

Leitmotif	Motif	Soundtrack
Click track	Theme song	Diegetic music
Non-diegetic music	Mickey-mousing	Tonality
Major	Minor	Harmony
Clash & resolve	Concord	Discord/Dissonance

The purpose of music in Film

Categorise the following examples as **leitmotif**, **mickey-mousing**, **diegetic** or **non-diegetic** music:-

The song on the radio in the car as the main character in the film is driving, perhaps they're singing along.
Darth Vader's theme tune from Star Wars.

The fast, dramatic version of the James Bond music played during a car chase/fight scene.
'Tweeting bird' music when a cartoon character gets hit on the head.

Film music techniques

Copy the following music into your book and label as **trill**, **sequence**, **glissando** or **ostinato**.



Tonality in film music

Which tonality would you use for the following characters and scenarios?

- 1.) A new theme tune for Superman.
- 2.) A scene in a horror movie shown from the perspective of a supernatural creature watching its prey from the bushes.
- 3.) The music playing as the main character in a film about an olympic runner has just lost the big race to their rival.

Try to write a two-bar piece of music suitable for each of the scenarios above. You should write in 4 time. Pay close attention to which scale you would use. Each theme should start and finish on a C.

C Major - C D E F G A B C be sure to use the E and A as these notes make it sound major.

C minor - C D E \flat F G A \flat B C be sure to use the E \flat and A \flat as these notes make it sound minor.

Atonal - C D \flat D E \flat E F G \flat G A \flat A B \flat B C using chromatic movement (3-5 notes in a row out of the scale) will emphasise the atonal music.

Year 9 Basketball Knowledge Organiser | Skills and tactics

Essential knowledge

- I can demonstrate a variety of complex attacking and defending strategies and perform the skills of basketball.

Key Vocabulary

- Marking - the act of sticking with a player to avoid opposition from gaining any advantage.
- Lay up - a one-handed shot made from near the basket, especially one that rebounds off the backboard.
- Zonal - zonal marking is a defensive strategy with which teams prioritise controlling and defending spaces rather than matching the opposition player for player.

Prior learning links

- Dribbling
- Shooting
- Passing
- Basic rules

Basic Rules

- Contact - basketball is non contact sport.
- Three-Second Rule: An offensive player cannot remain in the key for more than three seconds while their team is in possession of the ball.
- Out of Bounds: If the ball or a player holding the ball steps out of bounds, the ball is awarded to the opposing team.

Skills

- 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.

Skill progression

- A layup is considered the easiest shot in basketball, because it's taken so close to the basket
Dribble close to the basket with your right hand approaching from the side.
Step towards the basket with your right foot.
Take off from your left foot.
Release the ball at the highest point aiming for the backboard square.

Linking skills

- 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.
- "BEEF" is an acronym for the four major components of correct shooting. It stands for Balance, Eyes, Elbow, and Follow-through.

Year 9 Basketball Knowledge Organiser | Rules and Skills

Key Vocabulary

- Can you explain all the parts to a lay up shot in basketball?
- Explain what zonal marking is?
- Explain what man to man marking is? Can you use a diagram to support your answer.

Prior learning links

- How does your understand of the basic rules support you when you are defending and attacking?

Basic Rules

- What is the acronym for the shooting technique?
- Describe each part of the shooting technique?
- What is the three second rule?
- Is basketball a contact sport?

Skills

- Describe how to perform man marking.
- Describe how to perform zonal marking.
- Explain the difference between man marking and zonal marking.
- What are the benefits of zonal marking?

Skill progression

- How can you improve your shooting technique?
- What is the acronym for the shooting technique?
- Describe each part of the shooting technique?
- What drills can you complete to help improve your shooting? Can you use diagrams to help support your answer?

Linking skills

- What is a rebound?
- Describe how to carry out a fast break.
- Why might zonal marking be more favourable than man marking?
- When would you use man marking in a game situation? You may need to research this.
- Can you explain the attacking strategies in basketball?
- Can you explain the defensive strategies in basketball?

Year 9 Handball Knowledge Organiser | Rules and Skills

Essential knowledge

- Dribbling
- Passing
- Controlling
- Tackling

Key Vocabulary

Jump Shot - Jumping in the air and throwing ball into the net at the same time.

Free Throw - When one of the teams commits a minor foul or rule violation. Also called "3-meter-throw". The team which did not commit the foul, gets a Free-Throw

Prior learning links

Handball year 7 & 8
 Passing and receiving technique
 Dribbling technique
 Zonal Marking technique

Basic Rules

1. Each team consists of seven players.
2. Goals are scored by throwing the ball into the opponent's goal.
3. Dribbling is used to move the ball down court to maintain possession and shoot into the net.
4. Players can use the jump shot in handball to gain speed and height above the GK to shoot on target
5. This gives them an advantage and allows them to gain more power in the shot.

Skill progression

Jump Shot

- Extend the knees and transfer your body weight from low to high jumping upwards.
- In the air, extend the throwing elbow so that the arm is high and extend the shoulder to the arm back behind the head at a 90° angle.
- Point the non-throwing arm at the target.
- Pull the throwing arm through toward the target leading with your elbow and your forearm and wrist following last and fast.
- Release the ball at the highest point of jump and just in front of your head.
- Release the ball sharply downwards at the required target.
- Follow through with your throwing arm pointing toward the target.

Skills

Passing. Dribbling. Shooting. Defending and Positions



Linking skills



Key Vocabulary

What is the key vocabulary?

Can you define the key vocabulary?

Prior learning links

What is the passing and receiving technique?

Basic Rules

What types of passes can be used in handball?

Describe the dribbling technique?

What other sports link to handball and why?

Describe how and why we use the jump shot.

Recall as many rules as you can remember.

Skills

What are the basic skills in Handball?



Skill progression

What is a Jump Shot in Handball?

Can you describe step by step how to perform a Jump Shot in Handball?

When might you need to use the Jump shot in Handball?

Linking skills

What drills can help you with the skill Jumpshot?

Draw a drill to help with linking these skills.

