



The John of Gaunt School
A Community Academy

Name

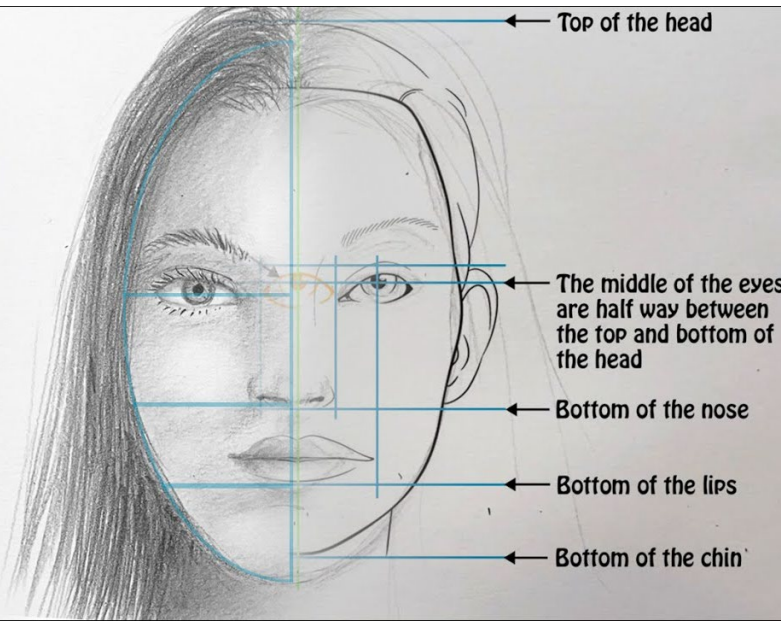
TG

Year 9

Knowledge Organisers

Term 1 - 2025

Year 9. Term 1. PORTRAITS PROJECT



Know the camera



TIPS for a good portrait photo.

Framing – make the face the focus.

Lighting – aware of the shadows and highlights.

Angles – best angle for the persons face.



Minjae Lee
 South Korean mixed media artist. Work combines the opposites of beauty, innocence and fragility with brush, loud and aggression. Inspired by the colours and textures of nature, as well as from the world of fashion



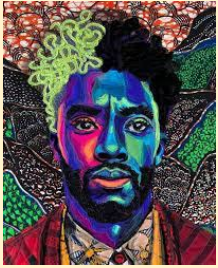
Pattern
Surreal
Contrasts
Emotional

Sonia Delaunay
 A French painter who spent most of her working life in Paris. She was born in the Russian Empire (modern Ukraine). Famous for her work using colour. Inspired by art styles like cubism and fauvism, but also by native folk art.



Colour
Abstract
Pattern.
Culture.







Bisa Butler
 An African American artist whose new style of quilting is making it fashionable again. Her mixed media methods create quilts that look like paintings. She is known for her portraits celebrating Black life, portraying everyday and historical figures.



Colour
Textiles
Pattern
Cultural

Portrait: (Portraits, Portraiture) The representation of a person, in which the face and its expression is predominant. The intent is to display the likeness, personality, and even the mood of the person.
Cultural art: Artistic expressions that are deeply rooted in the customs, beliefs, and values of a particular society or group
Naive: art created by individuals without formal artistic training, often characterized by a simple, unsophisticated style and direct expression of emotion or vision
Expression: (Expressions, Expressive) The action of making known one's thoughts or feelings. A look on someone's face that conveys a particular emotion.
Emotion: (Emotions, Emotional) Psychological states associated with thoughts, feelings, behavioural responses, and a degree of pleasure or displeasure.
Gridding up: Dividing a reference image (like a photograph) or a drawing into squares, and then transferring those details onto a blank canvas or paper that is also divided into a squares
Inspired: (Inspire, Inspirational) To move someone to act, create, or feel emotions.
Colour: (colours, Colourful, colourless) i.e. Red, Yellow, Blue. How the eye perceives light waves.

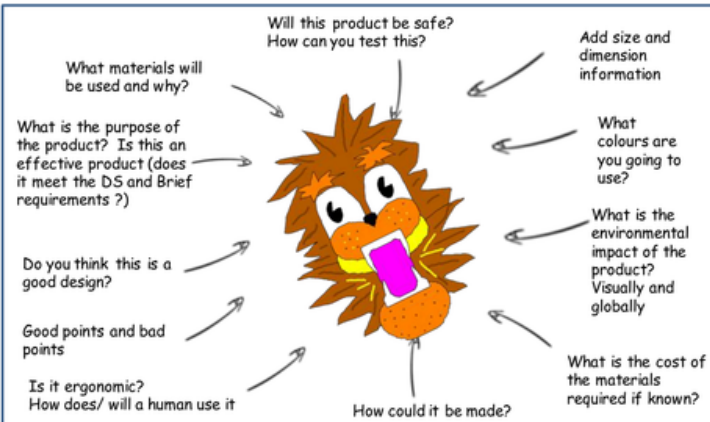
Artist's Comparison and Analysis
 Describing and analysing artists work is an important skill. We try to analyse work by looking at the formal elements of **colour, line, tone, texture, scale, perspective and shape.** When writing your opinion make sure you describe **what you do or don't like about a piece of work and why (use the formal elements to help you)** e.g. 'I like Hattie Stewarts doodle bombs because..... .'

Term 1 	What are my skills?	Resources on unifrog What are my skills workbook What are my skills ppt	These are the tasks on unifrog and the suggested time when to do them. You are given the title of the resources so that you can find them yourself but they will appear on unifrog. You will get an email notification. The tasks are tracked. The activities include the teacher powerpoint, which gives suggestions. Sometimes, it might be good to do the activity with a friend or parent so that you can share ideas. The powerpoints are designed for a class of 30 pupils and have the teacher notes to help you. When working on your own, it will take 15 – 30 mins for the activities and longer for the thinking. Create a folder in which to save your worksheets.
	What comes after school? The main pathways	What comes after school? The main pathways workbook What comes after school? The main pathways ppt	
Term 2 	Decision making – choosing what to study at KS4	Decision making – choosing what to study at KS4 workbook Decision making – choosing what to study at KS4 ppt	
	Subjects library treasure hunt	Subjects library treasure hunt workbook Subjects library treasure hunt ppt	
Term 3 	Taking control of your career journey	Taking control of your career journey workbook Taking control of your career journey ppt	
	Working and earning managing your money	Working and earning managing your money workbook Working and earning managing your money ppt	
Term 4 	Labour market information	What is the labour market workbook What is the labour market ppt	
	The locker	Adding to your locker ppt	
Term 5 	Skills and activities	Adding a skill ppt	
	Skills and activities	Adding an activity ppt	
Term 6 	Careers	Exploring the careers library ppt	
	The courses tool	Video Join a course	

Useful websites to use
<https://www.johnofgauntschool.org/parents-and-carers/careers-information>
<https://nationalcareers.service.gov.uk/>
<https://www.gov.uk/apply-apprenticeship>
<https://www.ucas.com/>
<https://www.wiltshire.ac.uk/>
<https://www.bathcollege.ac.uk/>

How to annotate a design idea

Your design idea drawings do not always give the reader all the details you have thought about, by adding annotation you can share your whole idea and give details about areas you can't see.



Anthropometrics is the practice of taking measurements of the human body and provides categorised data that can be used by **designers**.

Anthropometrics help **designers** collect useful data, eg head circumferences when **designing** a safety helmet.

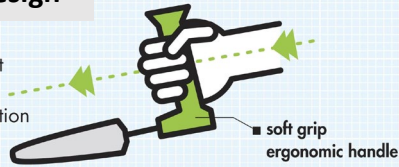
Ergonomics is the process of **designing** or arranging workplaces, products and systems so that they fit the people who use them. ... **Ergonomics** aims to improve workspaces and environments to minimise risk of injury or harm.

Key Words	Description
Isometric	A 3D drawing drawn at a 30° angle.
Feint lines	Very light lines or working lines
Working lines	For example to show the crate in the crating technique before the object was drawn.
CAD Visuals	Computer generated visuals of an imagined space, using different images to simulate materials.
Textures	Rendering techniques to represent the surface of different materials
Annotation	written explanation's to help others understand what you are designing. (materials, sizes, construction methods)
Orthographic	A 2D drawing technique which allows you to draw flat views of an object (Front, Side, and Plan views)
CAM	This stands for Computer Aided Manufacture where a machine turns a design drawing into a made product

Ergonomic design

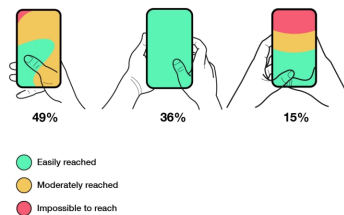
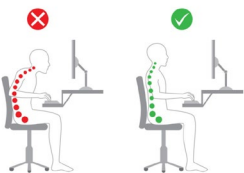
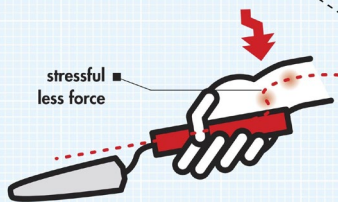
GOOD

hand and wrist in neutral, stress-free position

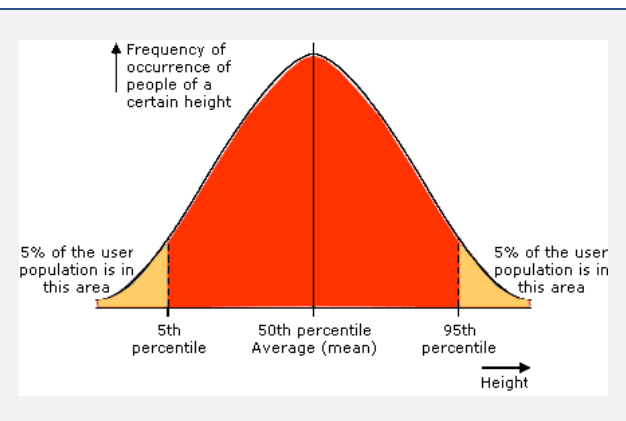


POOR

stretched tendons on upper wrist; compressed tissues on lower wrist; callouses on palm



Percentiles. Percentiles are shown in **anthropometry** tables and they tell you whether the measurement given in the tables relates to the 'average' person, or someone who is above or below average in a certain dimension.



Extension Task

Find out about which ergonomic features are important for a range of different products eg. Kettle, hair dryer, games controller.

Key vocabulary used in 'Physical Theatre'

Word	Definition
Base	The person in contact with the floor
Weight	The force going towards the floor
Direction	The direction of force from the body
Drive	The movement towards the direction
Dynamic	The strength of the movement
Focus	Where you re looking or where the action is aimed
Balance/Counterbalance	Distribution of weight
Lift	Using weight and counter balance to lift someone
Lean	Putting your weight on another person
Slapstick Comedy	Physical comedy style that involves pretend violence

Key Assessment Areas

1. Demonstrate understanding of how drama can be developed
2. Apply physical and vocal skills to a performance
3. Evaluate your own work and the work of others



ENGLISH Term 1

Sentence types

Simple sentences must have a subject (who or what the sentence is about) and a verb (action word). They stand alone as a complete thought.

Effect: They are clear to understand; however, they can also add tension, increase pace or create an urgent tone when crafted into your writing.

Example x 3: A rat scurried into the corner. Percy screamed. Ruby ran.

Compound sentences generally join two simple sentences together. You can use connectives such as 'and', 'or' and 'but' to join the two separate ideas (such connectives are also known as **co-ordinating conjunctions***).

Effect: They can enhance the flow and rhythm of writing, add complexity to ideas, and express subtle relationships between thoughts.

Example: The midnight sky was inky black, but the stars glistened.

Complex sentences communicate more than one idea. One part (the main clause) is like a simple sentence: it can stand on its own. The other part (the subordinate clause) gives more detail about the simple sentence, but it cannot stand alone (this part will include a **subordinating conjunction****).

Effect: They allow for more detailed explanations and richer descriptions; however, overuse can make your writing difficult to read.

Example: Although exhausted, the intrepid explorers pressed on.

Conjunctions

***Co-ordinating conjunctions** are also known as the FANBOYS.

These are for, and, nor, but, or, yet, so.

Common ****subordinating conjunctions** include after, although, as, because, before, if, since, though, unless, until, when, while, and where.

Key terminology and definitions

Genre = A way of categorising a type of music, art or literature, depending on the content.

Plot = Events that make up a story.

Narrative = The story being told.

Foreshadowing = A hint about a future event in a plot.

Juxtaposition = Two ideas placed side by side to compare and show their differences.

Simile = Compares two different things using like or as.

Metaphor = Compares two different things by saying one thing is the other thing.

Personification = Describes something non-human as if it is human, giving it human qualities like emotions, actions, or speech.

Alliteration = Repetition of the same sound at the start of a series of words in succession to provide an audible pulse. It gives a piece of writing a soothing or sinister effect.

Sibilance = Where a hissing or hushing sound is created within a group of words through the repetition of "s" sounds.

Vocabulary - Colour Thesaurus

- **White** = ivory, salt, bone, pearl, porcelain
- **Red** = scarlet, blood, ruby, cherry, mahogany
- **Blue** = indigo, azure, sapphire, arctic, teal
- **Grey** = graphite, charcoal, slate, ash, pewter
- **Black** = raven, ink, midnight, coal, obsidian
- **Yellow** = citrus, sandy, golden, amber, butterscotch

Farming across the UK

Some parts of the UK have excellent soil for crops, while others are used for cattle, sheep, pigs and poultry.

North West England, Wales and Scotland

Sheep and beef cattle are most suited to the land and colder temperatures.

Northern Ireland

Sheep, cattle, pigs and dairy are the largest commodity sectors.

South West England

Dairy farming is suited to this region due to the quality grass grown.

East of England

Arable crops such as wheat and barley and vegetables are grown.

South East of England and lowlands of Scotland

Grain, potatoes and sugar beet are grown along with vegetables.

Farming types in the UK

There are seven main types of farming in the UK:

- **aquaculture** – farming fish in fresh or sea water;
- **arable** – growing of crops and cereals;
- **horticulture** – production of flowers, fruit, vegetables or ornamental plants;
- **market gardening** – small scale production of fruit and vegetables;
- **mixed farming** – combination of arable and pastoral;
- **pastoral** – rearing and production of animals, including pigs, chickens, hill farming sheep, beef and dairy cattle;
- **viticulture** – grapes.

Food provenance

Food provenance is about where food is grown, caught or reared, and how it was produced. Food certification and assurance schemes guarantee defined standards of food safety or animal welfare. There are many in the UK, including:



1. UK Foods
2. Bakewell Tart
3. Scones
4. Victoria Sponge
5. Lancashire Hotpot
6. Yorkshire Pudding
7. Cowl
7. Champ
8. Haggis
9. Black Pudding
10. Clanger



Key vocab

Word	Definition
Cuisine	A style of cooking characteristic of a particular country or region, where the food has developed historically using distinctive ingredients, specific preparation and cooking methods or equipment.
Multi cultural	People from a variety of cultures or backgrounds
Food waste	Food that is not consumed or used that goes to landfill.
Food choice	Foods that are chosen due to various reasons - this can dietary, religious or intolerances.
Allergies	When someone can have or has had an allergic reaction (adverse reaction) to a food source.
Vegan	A person who does not eat any food derived from animals and who typically does not use other animal products.
Seasonal	The times of the year when the harvest or the flavour of a given type of food is at its peak. This is usually the time when the item is harvested.
Food Miles	The distance our food travels from farm to fork, the more it travels the higher its carbon footprint, therefore it has a negative impact upon the environment.

More info can be found here:

<https://www.foodaffectoflife.org.uk/11-14-years/where-food-comes-from-11-14-years/where-food-comes-from-videos-11-14-years/>

Tasks

1. The Red Tractor food assurance scheme requires strict standards of animal welfare. List the main requirements for cows, sheep and pigs.
2. Create a presentation about farming in your local area. Include how it has changed over time.

Unit 12

Talking about food: Likes/dislikes [Part 2]

<p>Meals</p> <p>Au petit-déjeuner, je prends <i>[At breakfast I have]</i></p> <p>Au déjeuner, je mange <i>[At lunch I eat]</i></p> <p>Au goûter, je prends <i>[At tea time I have]</i></p> <p>Au dîner, je mange <i>[At dinner I eat]</i></p> <p>Je bois <i>[I drink]</i></p>	<p style="text-align: center;">MASC</p> <p>du chocolat <i>[chocolate]</i></p> <p>du café <i>[coffee]</i></p> <p>du fromage <i>[cheese]</i></p> <p>du jus de fruits <i>[fruit juice]</i></p> <p>du lait <i>[milk]</i></p> <p>du miel <i>[honey]</i></p> <p>du poisson <i>[fish]</i></p> <p>du poulet rôti <i>[roast chicken]</i></p> <p>du riz <i>[rice]</i></p> <p>du saumon <i>[salmon]</i></p> <p>du thon <i>[tuna]</i></p> <p>FEM</p> <p>de l'eau <i>[water]</i></p> <p>de la pizza <i>[pizza]</i></p> <p>de la salade verte <i>[green salad]</i></p> <p>de la viande <i>[meat]</i></p>	<p>car c'est <i>[because it is]</i></p> <p>et je trouve cela <i>[and I find this]</i></p>	<p>aigre <i>[acidic, sour]</i></p> <p>amer <i>[bitter]</i></p> <p>bon <i>[good]</i></p> <p>dégoûtant <i>[disgusting]</i></p> <p>délicieux <i>[delicious]</i></p> <p>dur <i>[tough]</i></p> <p>épicé <i>[spicy]</i></p> <p>fade <i>[bland]</i></p> <p>gras <i>[oily, greasy]</i></p> <p>juteux <i>[juicy]</i></p> <p>léger <i>[light]</i></p> <p>malsain <i>[unhealthy]</i></p> <p>rafraîchissant <i>[refreshing]</i></p> <p>riche en vitamines <i>[rich in vitamins]</i></p> <p>sain <i>[healthy]</i></p> <p>savoureux <i>[tasty]</i></p> <p>sucré <i>[sweet]</i></p>
<p>What I like/dislike</p> <p>J'adore <i>[I love]</i></p> <p>J'aime beaucoup <i>[I like a lot]</i></p> <p>J'aime <i>[I like]</i></p> <p>J'aime un peu <i>[I like a bit]</i></p> <p>Je n'aime pas <i>[I don't like]</i></p> <p>Je déteste <i>[I hate]</i></p>	<p style="text-align: center;">PLURAL MASC</p> <p>les fruits <i>[fruit]</i></p> <p>les hamburgers <i>[burgers]</i></p> <p>les légumes <i>[vegetables]</i></p> <p>les sandwiches au fromage <i>[cheese sandwiches]</i></p> <p style="text-align: center;">PLURAL FEM</p> <p>les bananes <i>[bananas]</i></p> <p>les crevettes <i>[prawns]</i></p> <p>les oranges <i>[oranges]</i></p> <p>les pêches <i>[peaches]</i></p> <p>les pommes <i>[apples]</i></p> <p>les saucisses <i>[sausages]</i></p> <p>les tomates <i>[tomatoes]</i></p>	<p>car ils/elles sont <i>[because they are]</i></p>	<p>aigres <i>[acidic, sour]</i></p> <p>amers/ères <i>[bitter]</i></p> <p>bons/bonnes <i>[good]</i></p> <p>dégoûtant(e)s <i>[disgusting]</i></p> <p>délicieux/euses <i>[delicious]</i></p> <p>dur(e)s <i>[tough]</i></p> <p>sucré(e)s <i>[sweet]</i></p> <p>etc...</p>

Weather Hazards key words
Weather is the day to day conditions in the atmosphere. E.g. Rain, sunny, windy
Climate is the average weather conditions of a place measured over a longer period of time, usually 30 years. E.g. Annual rainfall, average temperature, hours of sunlight.
Water – The driving force of all weather. Can be in liquid, gas (water vapour) or solid (ice) forms.
Temperature – A measure of heat given in degrees C or Fahrenheit
Precipitation – Any form of water – liquid or solid – falling from the sky. E.g. Rain, hail, sleet or snow
Humidity – The amount of water vapour in the air measured as a %
Wind movement of air caused by changes in temperature and air pressure. Winds are always identified by the compass direction from which they blow.
Prevailing wind - The most common wind direction for a particular location. E.g. in the UK prevailing wind is from the south west.
Air mass A large body of air that has similar temperature, pressure and moisture properties.
Meteorology – the study of the weather.
Hydrological Cycle – or the water cycle, is the continuous recycling of water between the sea, air and land.

Microclimate
A microclimate is the climate of a very small or restricted area, especially when this differs from the climate of the surrounding area. Microclimates can be found around the school grounds where an area may be warmer or cooler than the normal conditions.
Factors affecting microclimates
<ul style="list-style-type: none"> • Aspect: the direction that you/a building is facing is called aspect, facing the south will be warmer. • Surface: the colour of the ground affects warming. • Shelter: trees, hedges, walls and buildings can provide shelter, which means they will be warmer. • Buildings: buildings give off heat that has been stored during the day, they also break up any wind. • Physical features: trees can provide shade, water can provide a cooling effect and hill tops can be windy.

Tornadoes
A tornado is a rapidly rotating column of air that is in contact with both the surface of the Earth and a cumulonimbus (thunder) cloud. Tornadoes can destroy buildings, flip cars, and create deadly flying debris. Tornadoes can happen anytime and anywhere bring intense winds, over 200 MPH; and Look like funnels.


Anticyclones (heatwave 2003)	Depressions (European floods)												
Areas of high pressure Heatwave and drought in summer	Areas of low pressure Clouds, Heavy rain and strong winds												
<table border="1"> <thead> <tr> <th>Social</th> <th>Economic</th> <th>Environmental</th> </tr> </thead> <tbody> <tr> <td>Increased cases of asthma 2000 people lost their lives in the UK Heatstroke and sunburn People enjoying BBQs and social time</td> <td>Food prices across Europe increased due to crop failure Roads were damaged as tarmac melted Sales of ice cream, fans and sun cream increased</td> <td>Rivers and lakes dried up The lack of water resulted in plants and trees dying Wildlife lost their source of food Pollution levels were high</td> </tr> </tbody> </table>	Social	Economic	Environmental	Increased cases of asthma 2000 people lost their lives in the UK Heatstroke and sunburn People enjoying BBQs and social time	Food prices across Europe increased due to crop failure Roads were damaged as tarmac melted Sales of ice cream, fans and sun cream increased	Rivers and lakes dried up The lack of water resulted in plants and trees dying Wildlife lost their source of food Pollution levels were high	<table border="1"> <thead> <tr> <th>Social</th> <th>Economic</th> <th>Environmental</th> </tr> </thead> <tbody> <tr> <td>People were devastated by the loss of their homes and businesses. A lot of people were upset by the flood, some were terrified as they clung to roofs, awaiting rescue. Many suffered flashbacks</td> <td>Properties were flooded and four were swept away. 20 B and B's and hotels had to shut and it took a long time to reopen 90% of Boscastle's income comes from tourism</td> <td>Many trees were destroyed as well as other vegetation. Pollution from the damaged cars went out to see Tonnes of sediment was washed down the river</td> </tr> </tbody> </table>	Social	Economic	Environmental	People were devastated by the loss of their homes and businesses. A lot of people were upset by the flood, some were terrified as they clung to roofs, awaiting rescue. Many suffered flashbacks	Properties were flooded and four were swept away. 20 B and B's and hotels had to shut and it took a long time to reopen 90% of Boscastle's income comes from tourism	Many trees were destroyed as well as other vegetation. Pollution from the damaged cars went out to see Tonnes of sediment was washed down the river
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Causes of tornadoes
Tornadoes form when warm moist air rises and cools with a layer of drier and colder air above. Towering thunder clouds develop in to super cells. Winds from different directions cause air to rotate forming a funnel cloud, which drops from the sky and connects with the ground.

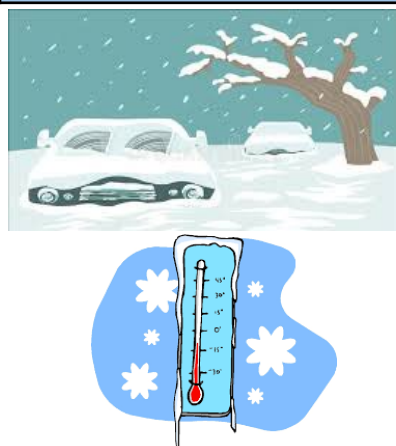
Responses to tornadoes
<ul style="list-style-type: none"> • Radio & tv stations provide emergency alerts. If your community has sirens, then become familiar with the warning tone. • Pay attention to weather reports. Meteorologists can predict when conditions might be right for a tornado. • Identify and practice going to a safe storm shelter in the event of high winds. Many homes in tornado alley have purpose built tornado shelters The next best protection is a small, interior, windowless room on the lowest level of a sturdy building. • Take additional cover by shielding your head and neck with your arms and putting materials such as furniture and blankets around you.

The Moore Tornado, Oklahoma: 20th May 2013

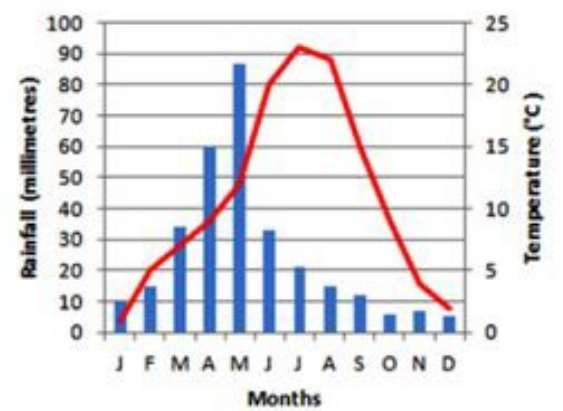
Travelled 14 miles, mostly through the densely populated city of Moore, Oklahoma. Spanned 1.1 miles in width and lasted 40 minutes. Killed 24 people and completely destroyed 300 homes. Caused \$2 billion worth of damage.



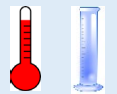
Geography: Weather Hazards Yr 9 Term 1



Cold weather extremes
Extremes of cold can affect people and places during winter months or even all year round. At the poles (Arctic & Antarctica) temperatures are constantly well below zero degrees.
Beginning on 24 February 2018, the United Kingdom and Ireland were affected by a cold wave, named the Beast from the East by the media, which brought widespread unusually low temperatures and heavy snowfall to large areas. The cold wave combined with Storm Emma, part of the 2017–18 UK and Ireland windstorm season.
Up to 50cm (19 inches) of snow fell in parts of Dartmoor, Exmoor and upland parts of south-east Wales accompanied by gales or severe gales in exposed areas. British Airways cancelled hundreds of short-haul flights from Heathrow, and London City Airport also cancelled many services. The weather cost the UK millions. The AA estimated that there were 8,260 collisions on Britain's roads from the snow chaos in just three days, with the insurance cost above £10m.



Climate graphs
Climate graphs show the average temperature and precipitation of a place for each month throughout the year.
The climate graph combines two graphs in one, a line graph to show temperature which is shaded red, and a bar graph to show precipitation which is shaded blue.
Climate graphs help us to make predictions about weather patterns in particular places such as major cities.



Alliances in 1914

The Triple Entente – Britain + France + Russia

The Triple Alliance – Germany + Austria-Hungary + Italy

1914 - TIMELINE: How did WW1 actually break out?

28th June – The heir to the Austrian throne, Archduke Franz Ferdinand, was killed in Sarajevo by a Bosnian Serb terrorist.

23rd July – Austria-Hungary blamed Serbia for the death of Archduke Franz Ferdinand.

28th July – Austria-Hungary declared war on Serbia. Belgrade, the capital of Serbia was attacked.

29th July – The Russian army got ready to help Serbia defend itself against Austrian attack. Serbians have Slavic (Russian) blood.

30th July – Friend of Austria-Hungary, Germany sent a message to Russia ordering it not to help Serbia.

1st August – Germany declared war on Russia. It also began moving its army towards France and Belgium.

2nd August – The French army put on war alert, ready to fight any German invasion. Germans worried as FRANCE and RUSSIA preparing for war.

3rd & 4th August – SHLIEFFEN PLAN - Germany declared war on France and invaded Belgium. Britain ordered Germany to leave Belgium. When Germany refused Britain declared war.

6th August – Austria-Hungary declared war on Russia.

Challenge yourself to learn more about WW1 here:

<https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/znhrj6>

Causes of WW1

MILITARISM

1. Britain and Germany competing over their navies (Dreadnought building)
2. Russia, France and Germany competing over armies

ALLIANCES

3. (See Alliances box) Small dispute between Serbia and Austria-Hungary ends in a huge European conflict.

IMPERIALISM

4. Competition over colonies in Africa raised tensions between Germany and Britain and France
5. Austria-Hungary and Russia disputing their land
6. France want revenge for Alsace-Lorraine loss

NATIONALISM

7. Huge patriotism and feeling of superiority over other nations making wars seem attractive.

TRENCH WARFARE

8. Trenches dug (due to huge casualties + protection from artillery & machine guns)
9. Trench structure – barbed wire / parapet / fire-step / duckboards / dugout / sandbags
10. Kit: Bayonet / Entrenching tool / puttees (shins)
11. New technology = machine guns + first tanks 1916 + first use of gas 1915 (chlorine, mustard, phosgene) – improvements in aircraft
12. Conditions – lice + rats + trenchfoot + diseases like typhoid
13. Rations – corned beef / rum / dry biscuits / tobacco / tea
14. GB = 800,000 dead soldiers + 250,000 wounded = Remembrance Sunday + Poppies. (Overall 20m deaths)

History – KPI 1: World War I

Key term	Definition
Militarism	Desire to have a large army and navy in order to have a large global influence
Alliance	Agreement to support (defend? Fight for?) another country
Imperialism	NOUN = to gain influence by ruling over foreign territories overseas
Nationalism	Feeling that YOUR country is superior
Assassination	Deliberate murder of important person
Dreadnought	Type of huge warship being built in early 1900s
Artillery	Large guns used to shell trenches and battlefields
Dugout	Underground shelter in the trenches
Western Front	600-miles of continuous trenches and barbed wire in Belgium and France
Bayonet	Blade which attaches to end of a rifle
Colony	Head of the Catholic Church
No-Man's Land	Area between the two sets of trenches
Conscientious Objector	Someone who refuses to fight due to their beliefs
Conscription	Jan 1916 rule forcing men to join army
Recruitment	NOUN = getting people to join up
Colony	An area ruled by a country which is actually foreign land (often overseas)

Key Content

Netball

Centre Pass – to start the game, drive into the centre third to receive a pass. Explore the ways in which you can get the ball into the D the fastest

Movement Around the D – as a C or WA how can you help the shooters? Is your job done when the ball is in the D

Driving forward – moving towards the ball to receive a pass. You can also move towards the ball which will take a defender with you to create space

Rebounds – to help both attacking and defending players compete for the ball, and improve their ability to regain possession by catching the ball.

Rugby

Jackal - “steals” the ball at the tackle”. stay in a strong, low position and pull the ball into his chest

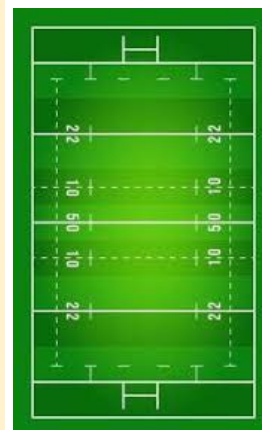
Offloads - ability to deliver an accurate pass while in contact with the enemy

Maul - begins when a player carrying the ball is held by one or more opponents, and one or more of the ball carrier's team mates bind on the ball carrier

Kicking – different types of kicks; grubber, drop kick and place kick

Key Vocab

Word	Definition
Tactics	An action or strategy carefully planned to achieve a specific end.
Technique	A skill or ability in a particular field.
Communication	The imparting or exchanging of information by speaking, writing, or using some other medium.
Teamwork	The combined action of a group, especially when effective and efficient.
Strategies	A plan of action designed to achieve a long-term or overall aim.
Rules	Rules are in place for safety of the players, integrity of the game and to create as fair a competition as possible.



6. PHYSICAL ME (Term 1)			
RULES AND REGULATIONS			
Know basic rules and regulations.			
SKILLS AND TECHNIQUES			
Perform basic skills and techniques			
TACTICS AND STRATEGIES			
Perform some tactics and strategies needed for the sport.			

Key content

Popular Music is music with wide appeal that is typically distributed to large audiences through the music industry. This style of music took off in the 1960s with bands and solo artists. It's roots are in The Blues and Rock and Roll.

- ***Pop** - short to medium-length songs written in a basic format
- ***Rock** - Generally 'more aggressive' than Pop but also includes rock-ballads.

Diagrams:



Drum Kit

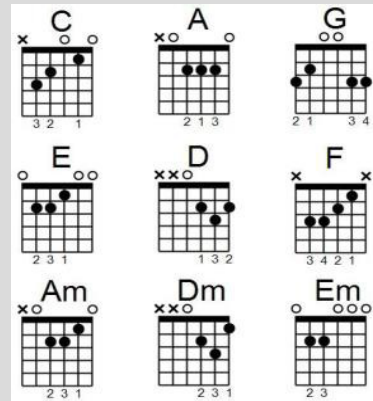
Electric guitar



Bass guitar



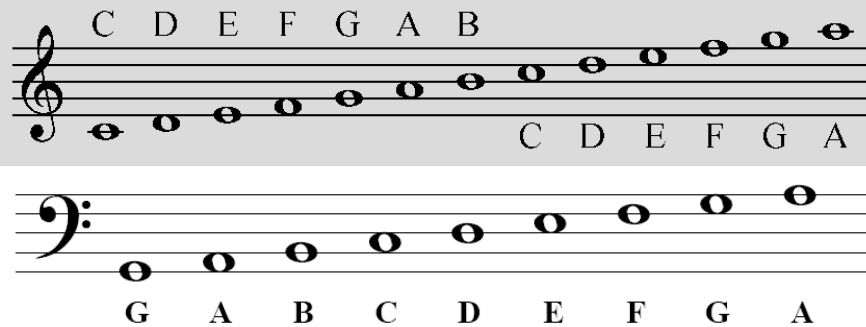
Acoustic guitar



Vocals
Backing Vocals



Keyboard/
Synthesiser



Note	Beats
	4 beats
	2 beats
	1 beat
	½ beat
	¼ beat

Key vocab

Word	Definition
Verse	Tells the story. Lyrics change each time but tune stays the same.
Chorus	The main message of the song. Same words and tune each time.
Bridge	A section that links two other sections.
Melody	The main tune.
Intro	The beginning. Sets the mood and style. Usually just instrumental.
Outro	The ending.
Chords	2 or more notes played together.
Bassline	The lowest notes in the piece supporting the chords.
Riff	Repeating pattern in the bass.
Tonality	The tone of the music - whether the music is major (happy) or minor (sad)

More info can be found here: [Listening](#)



- | | | |
|---------------|-----------------|-------------------|
| Jimi Hendrix | The Who | The Beatles |
| Pink Floyd | The Sex Pistols | The Clash |
| AC/DC | David Bowie | Queen |
| Neil Diamond | The Supremes | Dusty Springfield |
| Fleetwood Mac | Elton John | Blondie |

Year 9 Term 1/2 Crime & Punishment

Key word	Definition
Crime	The doing of an act forbidden by law or the failure to do an act required by law especially when serious
Punishment	A penalty for doing something wrong
Evil	Anything very wrong or bad that hurts people or animals and is done without concern for the pain of others
Retribution	Repayment for one's actions, e.g. punishment for evil actions
Deterrence	The act or action of discouragement
Reformation	The act of reform, the offering of a second chance or rehabilitation
Prison	A building or holding for people who have broken the law
Community service	Unpaid work that an offender is expected to do to help people in a particular area (instead of prison)
Intention	A decided course of action
Capital punishment	Also known as the death penalty; when sentenced to death as punishment
Sin	The act of disobeying a religious law or rule
Forgiveness	To take mercy, to forgive

Key Content:

Within this topic we examine the reasons that may contribute to someone committing a crime, such as poverty and upbringing. In addition to this, we establish how breaking of the law is punished in the UK, with both past and current methods of punishment, such as tagging, prison and capital punishment.

What are the aims of punishment?

People are punished for a purpose. Often the aims of a punishment overlap, e.g. the death penalty acts to deter people from committing similar crimes and it aims to protect the public from the individual who is guilty of the crime. There are four recognised aims of punishment:

- **deterrence** - punishment should put people off committing crime
- **protection** - punishment should protect society from the criminal and the criminal from themselves
- **reformation** - punishment should reform the criminal
- **retribution** - punishment should make the criminal pay for what they have done wrong

What is the current UK law about capital punishment?

Capital punishment is illegal in the UK. It was abolished for murder in 1965 and abolished for all crimes in 1998. In 2004, the UK agreed not to restore the death penalty for as long as it is part of the European Convention. As a part of our topic we discuss reasons for and against the death penalty, including religious worldviews on this.

What does Christianity say about crime?

Christianity teaches that sin is a part of human nature and that all people have the potential to commit a crime. Many Christians believe that the Bible teaches the difference between right and wrong. Following God's teachings will lead people to the right path; ignoring God's will, leads to disaster. A typical set of guidelines from the Bible is the Ten Commandments. Christians should follow these guidelines to be good people.

Useful websites for extended reading:

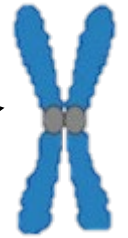
<https://www.bbc.com/bitesize/guides/zvs3d2p/revision/1>

<https://www.bbc.com/bitesize/guides/znhf9j6/revision/4>

<http://www.bbc.co.uk/ethics/capitalpunishment/>

Key content- Inheritance

- DNA is found in the **nucleus** of a cell.
 - DNA is stored in tightly coiled structures called **chromosomes**.
 - Humans contain 46 chromosomes in each cell.
 - The shape of DNA is a **double helix** (see image →).
 - A **gene** is a section of DNA that codes for specific **characteristics**.
-
- Watson and Crick, with help from Franklin and Wilkins, discovered the double helix structure of DNA in 1953.
 - Differences within a species is called **variation**.
 - There are **two types** of variation: **genetic** and **environmental** variation.
 - Examples of **genetic variation** include eye colour and blood group.
 - Examples of **environmental variation** include whether you have a suntan or what language you speak.

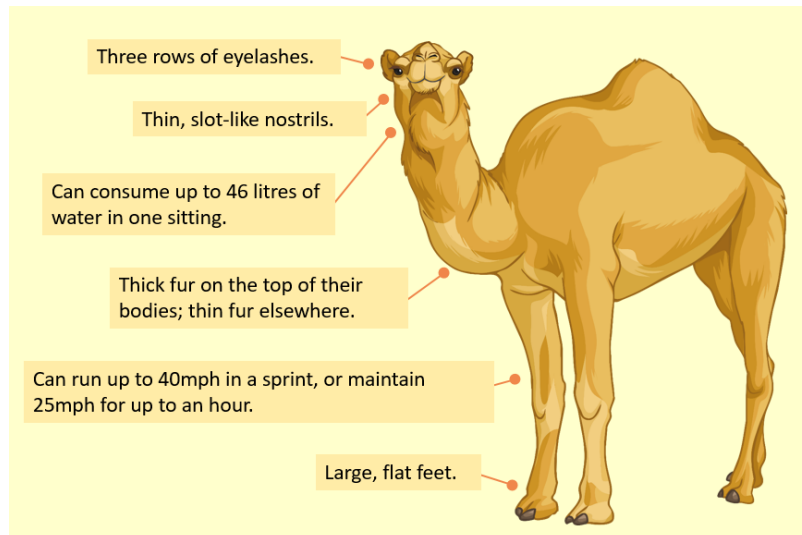


Key Vocabulary	Definition
Chromosomes	A tightly coiled structure of DNA.
Helix	A spiral shaped structure.
Gene	A section of DNA.
Characteristic	A feature belonging to a person, animal or plant.
Variation	Differences within a species.
Species	A living thing with similar characteristics and able to breed fertile offspring (able to have babies).
Organism	Living thing.
Extinct	When a population of a living thing has died.

Adaptations

When an organism is well **adapted** to its environment it means that the organism has the required characteristics it need to survive the environment in which it lives.

For more information:



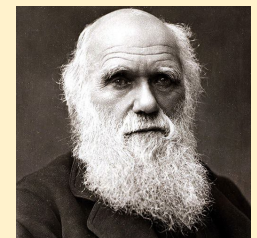
Key content- Evolution

Charles Darwin's theory of evolution suggested that different species have evolved from simpler life forms and that the organisms able to survive are those that have adapted best to their environment.

Evolution is a slow process that can take many thousands, even millions, of years to happen. Scientists have used fossil evidence to look at how organisms have adapted over millions of years and how their characteristics have changed.

If a species is unable to adapt quickly enough to its environment, then it is at risk of becoming **extinct**. This can happen for many reasons:

- New predators
- New diseases
- Destruction of habitats
- Changes to the environment
- Increased competition for resources



UNIT 6

Talking about my family members, saying their age and how well I get on with them. Counting to 100.

¿Cuántas personas hay en tu familia? ¿Con quién te llevas bien en tu familia? ¿Te llevas mal con alguien? ¿Por qué te llevas bien/mal con tu padre?		How many people are there in your family? Who do you get on well with in your family? Do you get on badly with anyone? Why do you get on well/badly with your dad?		
Hay <u>cuatro</u> personas en mi familia <i>There are <u>four</u> people in my family</i>	mi abuelo Jaime <i>my grandfather Jaime</i>	Él tiene <i>he has</i>	un*	año
	mi padre Juan <i>my father Juan</i>		dos	años
	mi tío Iván <i>my uncle Iván</i>		tres	
	mi hermano mayor <i>my older brother</i>		cuatro	
	mi hermano menor <i>my younger brother</i>		cinco	
mi primo Ian <i>my cousin Ian</i>	seis			
En mi familia somos <u>cinco</u> <i>There are <u>five</u> of us in my family</i>	mi abuela Adela <i>my grandmother Adela</i>	siete	ocho	
	mi madre Ángela <i>my mother Ángela</i>	ocho	nueve	
	mi tía Gina <i>my aunt Gina</i>	diez	diez	
	mi hermana mayor <i>my older sister</i>	once	once	
	mi hermana menor <i>my younger sister</i>	doce	doce	
mi prima Clara <i>my cousin (f) Clara</i>	trece	trece	trece	
Me llevo bien con <i>I get on well with</i>	mi abuela Adela <i>my grandmother Adela</i>	Ella tiene <i>she has</i>	catorce	14
Me llevo mal con <i>I get on badly with</i>	mi madre Ángela <i>my mother Ángela</i>		quince	quince
	mi tía Gina <i>my aunt Gina</i>		dieciséis	dieciséis
	mi hermana mayor <i>my older sister</i>		diecisiete	diecisiete
	mi hermana menor <i>my younger sister</i>		dieciocho	dieciocho
	mi prima Clara <i>my cousin (f) Clara</i>		diecinueve	diecinueve
	mi hermana mayor <i>my older sister</i>		veinte	veinte
	mi hermana menor <i>my younger sister</i>		veintiún	veintiún
	mi prima Clara <i>my cousin (f) Clara</i>		veintidós	veintidós
			treinta	treinta
		treinta y un	treinta y un	
		treinta y dos	treinta y dos	
		cuarenta	cuarenta	
		cincuenta	cincuenta	
		sesenta	sesenta	
		setenta	setenta	
		ochenta	ochenta	
		noventa	noventa	
		cien	100	

***Author's note:**

The number one, "uno", becomes shortened to "un" before a masculine noun. Watch out for it!



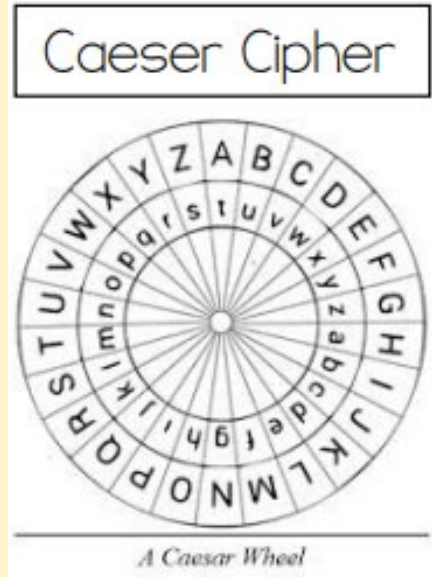
Computer Science

Key Content

Key Vocab

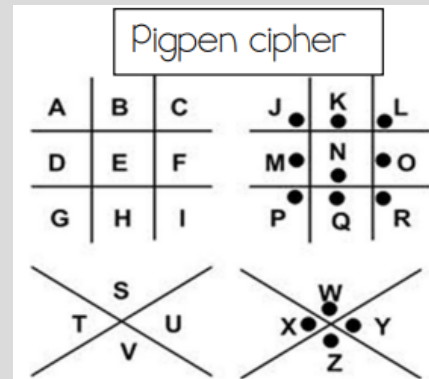
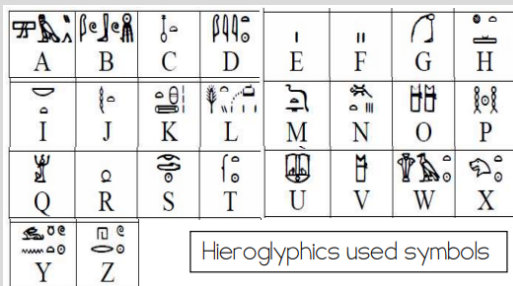
Ciphers and Cyber Security

What is a cipher?	A secret message
What is the shift to decode messages?	E.G. 3 or 4
Why is encryption important today?	We use computers to send /receive sensitive information which can be intercepted and read if it isn't protected
Give two examples of methods of encryption	E.G. Morse code, semaphore, Caesar Cipher
Which letter and words are more likely than others to appear frequently in a cipher?	Vowels. A. the, to, and etc.



Word	Definition
Cryptography	The science of encrypting and decrypting messages into cipher text.
Encryption	Where information is changed into a code so it can only be understood by the recipient.
Decryption	Decoding data which has been encrypted into a secret format.
Cipher text	A secret message that you cannot read normally.
Frequency Analysis	Finding out how often letters or groups of letters appear in a cipher; which makes them easier to crack
Shift	How many letters of the alphabet the first letter of an encrypted message is shifted to the right
Cipher Key	Information needed to work out (decipher) what codes or ciphers mean
Cyber Security	Is concerned with the protection of computer systems, computer networks and data
Social engineering	Techniques manipulate people into giving away confidential and personal information.
Malware	Software that has been purposely developed to damage, disrupt or take control
Biometric measures	Such as fingerprints, facial recognition and iris scans

Diagrams:



More info can be found here:

Some useful links:

- BBC Bitesize (<https://www.bbc.co.uk/bitesize/guides/zycm97h/revision/2>)

LAST PAGE