



The John of Gaunt School
A Community Academy

Name

TG

Year 9

Knowledge Organisers

Term 2-2025

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/>

Year 9. Term 2. PORTRAITS PROJECT

Tips for Oil Pastel Skin Tones:

1. To achieve realistic skin tones with oil pastels, focus on blending and layering colours
2. Use white, beige, and a variety of reds, yellows, and blues to build up the skin tones.
3. Blend with a finger, brush, or soft rag.
4. **Start with a base coat:** a thin layer of white or beige
5. **Layer colours:** Use layers of red, yellow, and beige to build up the skin tone,
6. **Blend:** Use a finger, brush, or soft rag to blend and create smooth transitions.
7. **Consider undertones:** Pay attention to shadows, which can be blues, greens, or violets.
8. **Use white for highlights:** Add white in areas where you want to appear brightest.
9. **Layer shadows:** Use darker shades of the base colours to create shadows,

1. Tips for Acrylic Skin Tones:

2. Start by mixing a base colour.
3. Create a variety of shades tinted from the base colour.
4. Experiment with glazing and thin layers of paint for a smooth finish.
5. Avoid using black, which can make shadows unnatural.
6. **Base Mix:** a base colour by mixing white, red, ochre or white, red and burnt umber
7. **Highlights:** mix white and apply to areas where light is hitting.
8. **Shadows:** mix a small amount of burnt sienna into the base colour
9. **Color Mixing:** Experiment with different combinations of colours to find the perfect shade.
10. **Glazing:** Apply thin, translucent layers of paint to build up colour and depth,
11. **Brush Strokes:** Keep brush strokes small and delicate, especially when for highlights, shadows, and details.

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.

Minjae Lee

www.grenomj.com



Pattern
Contrasts

Surreal
Emotional

Sonia Delaunay

www.tate.org.uk/art/artists/sonia-delaunay-993

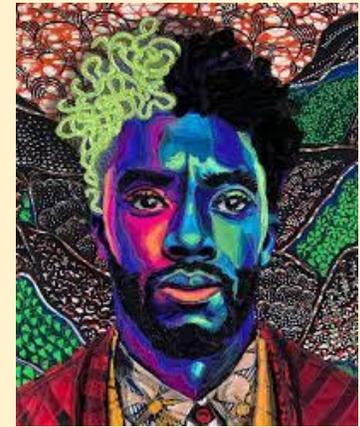


Colour
Pattern

Abstract
Culture

Bisa Butler

www.bisabutler.com



Colour
Pattern

Textiles
Cultural

Key content

Print *Displays content on screen*

```
>>> print("Hello World")
Hello World
```

Variables *Place to store data in a program*

```
>>> text = "Hello"
>>> name = "Mia"
>>> print(text, name)
Hello Mia

>>> print(text, "your name is", name)
Hello your name is Mia
```

input *Allows user to enter data*

```
>>> name = input("What is your name? ")
What is your name? Daniel

>>> print(name)
Daniel
```

Iteration: FOR loop
Used to repeat things a certain number of times

```
for x in range(6):
    print(x)
```

```
0
1
2
3
4
5
>>>
```

```
for x in range(4):
    print("Hello")
```

```
Hello
Hello
Hello
Hello
>>>
```

Selection *Gives a choice in programs*

```
if totalCost >= 20 :
    postage = 0
elif totalCost >= 10:
    postage = 1.5
else :
    postage = 2.95
```

- Equals: `a == b`
- Not Equals: `a != b`
- Less than: `a < b`
- Less than or equal to: `a <= b`
- Greater than: `a > b`
- Greater than or equal to: `a >= b`

Iteration: while loop
Performs a task while a certain condition is TRUE

```
while distance > 0 :
    print ("Are we there yet?")
    distance -= 1
```

Changing variable types (casting):

```
int() - integer - whole number
float() - floating point (real) - decimal point
str() - string - a series of characters (text)
```

Example code turns variable into integer:

```
age = int(age)

user_age = int(input("Enter your age: "))
```

Key Vocab

Word	Definition
Python	A high level programming language.
Programming	The process of writing computer programs.
Code	The instructions that a program uses.
Sequence	Parts of the code that run in order and the pathway of the program reads and runs very line in order.
Selection	Selects a pathways through the code based on whether a condition is true
Iteration	Code is repeated (looped), either <i>while</i> something is true or <i>for</i> a number of times
Algorithm	A set of rules/instructions to be followed by a computer system
Variable	A value that will change whilst the program is executed.(e.g. temperature, speed)
Comparative Operator	When comparing data, an operator is used to solve the equality such as <code><</code> , <code>!=</code> or <code>==</code>
Syntax	The punctuation/way that code has to be written so that the computer can understand it. Each programming language has its own syntax.
Data Type	This indicates how the data will be stored. The most common data types are integer, string, and float/real.
String	A collection of letters, numbers or characters. (e.g., Hello, WR10 1XA)
Integer	A whole number. (e.g. 1, 189)
Float/Real	A decimal number, not a whole number. (e.g. 3.14, -26.9)
Boolean	1 of 2 values. (e.g. True, False, Yes, No)

More info can be found here:

Top Tips: Download Python Idle at home
Practise creating programs
Google W3schools python

Polyethylene Terephthalate



PET is commonly used in commercially sold water bottles as it is light, strong and tough.



High-Density Polyethylene



HDPE is commonly used in products that have to be stiff, strong and lightweight, such as milk bottles and plastic pipes.



Polyvinyl Chloride



PVC can be flexible or rigid but also brittle. Used for toys, flooring, packaging.



Polypropylene



PP is used to make food containers, cases for products and clothing. Tough, flexible and available in bright colours.



Other plastics such as Acrylic



PMMA (acrylic) is hard, stiff and weather resistant but quite brittle. Used for helmets, signs and clear plastic products such as glasses.



Types of manufactured boards

Plywood		Medium Density Fibre board (MDF)		Block board	
Acrylic		Chip board		Corrugated card	

Advantages of manufactured boards

- Large sheet sizes
- Covers large areas easily
- Uniform thickness
- Stable – no shrinkage
- Do not warp
- Uses waste materials efficiently
- Little waste
- Often coloured or coated to make it look better.

Key Word	Definition
Compartments	A separate section or part of a structure or container.
Temporary fixing	A method of joining together a product for a short amount of time so that you can work on it easily.
Interior	Situated on or relating to the inside of something.
Decoration	The activity of making something look more attractive by putting things on it or around it.
Inlay	Embedding pieces of a different material in it, flush with its surface.
Flat Pack	When a product is stored flat to be assembled later into its final shape.
Thermo plastic	A plastic that can be formed and reformed using heat.
Thermoset Plastic	A plastic that once formed cannot be reshaped.

Finishing techniques for woods and manufactured boards

There are many ways of finishing products. Paint effects are just one of them. Matt, satin and gloss form the most common type of paint. Fancy paints such as; chalk paint and crackle glaze are available. Stencils also give an interesting finish. Wood can also be stained and varnished to enhance the appearance of the wood.

Extension task

Find out how plastics are made.

Year 9 Term 1+2: Physical Theatre

SET 1

1. What is physical theatre?
2. What is base?
3. What is weight?
4. What is direction?
5. What is drive?
6. What is dynamic?
7. What is focus?
8. What is balance/counter balance?
9. What is a lift?
10. What is a lean?

SET 2

1. What style of theatre does “using your body to symbolise story and meaning” refer to?
2. What is the person in contact with the floor called?
3. What is the force doing towards the floor called?
4. What is the direction of the force from the body called?
5. What is the movement towards the direction called?
6. What is the strength of the movement called?
7. What is where you are looking or where the action is aimed called?
8. What is the distribution of weight called?
9. What is using weight and counter balance to raise someone from the ground called?
10. What is putting your weight on another person called?

SET 3

1. What is dynamic?
2. What is focus?
3. What is balance/counter balance?
4. What is a lift?
5. What is a lean?
6. What style of theatre does “using your body to symbolise story and meaning” refer to?
7. What is the person in contact with the floor called?
8. What is the force doing towards the floor called?
9. What is the direction of the force from the body called?
10. What is the movement towards the direction called?

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



Food Preparation 2 yr. 9

Key content

Food choice

Food choices for a balanced diet depend on many factors, such as:

Advertising, cost, cultural or religious practices, environmental and **ethical** considerations; food availability; food preferences; food **provenance**; health concerns; individual energy and nutrient needs; portion size; social considerations.

Cultural or religious practices

People around the world choose to eat or avoid certain food due to their cultural or religious practices. For example, Muslims will not eat meat such as beef or lamb that has not been slaughtered by the halal method, while those of the Jewish religion will only eat foods that are **Kosher**.

Seasonal Foods in the UK

Fruit and vegetables naturally grow in cycles and ripen during a certain season each year. When they are in season they are harvested. To have these foods all year we transport them from other countries to our own.

Buying and eating food that is season means that it is fresh, has the best flavour, texture and colour, and has optimum nutritional value. Other benefits include lower cost, supporting local growers, reduced energy needed to grow and transport the ingredients and food.

Food waste

Every year in the UK, seven to ten million tons of food are wasted. It is thought that approximately 50% of the food wasted is still edible and 30% World Wide. The cost of food waste is significant – estimates show that it costs an average family £700 per year. Food waste is produced all stages of food production from farm to fork, but the most is within the home. This equates to 21million tonnes of CO2 emissions and schools contribute to 123,000 tonnes of this each year – the equivalent of 10,000 teachers! Also wasted – energy, water, habitat, especially fruits / vegetables.

Diagrams:



Religion	Pork	Beef	Lamb	Chicken	Fish
Islam	x	Halal only	Halal only	Halal only	✓
Hinduism	x	x	✓	✓	✓
Judaism	x	Kosher only	Kosher only	Kosher only	✓
Sikhism	x	x	✓	✓	✓
Buddhism (strict)	x	x	x	x	x
Seventh-day Adventist Church	x	x	x	✓	✓
Rastafari movement	x	x	x	x	x

Food Choice - Religion, Vegan & Vegetarian

Key vocab

Word	Definition
Advertising	Advertising is a form of communication for marketing and used to encourage, persuade, or manipulate an audience to continue or take some new action.
Ethical	Relating to personal beliefs about what is morally right and wrong.
Food provenance	Knowing where food was grown, caught or reared and how it was produced.
Religion	A particular system of faith and worship.
Seasonal food	Food grown at a particular time of year summer, winter, autumn, spring. e.g. strawberries = summer, spring time – radish, winter - sprouts.
Vegan	Abstaining from the use of animal products, particularly in diet, and an associated philosophy that rejects the commodity status of animals.
Vegetarian	Abstaining from the consumption of meat. It may also include abstaining from eating all by-products of animal slaughter.
Kosher	Foods that conform to the Jewish dietary regulations.
Halal	Arabic word that translates to "permissible" in English. In the Quran, the word halal is contrasted with haram.
Haram	Arabic term meaning 'forbidden'.

More info can be found here:

<https://www.foodafactoflife.org.uk/>

<https://www.bbc.co.uk/bitesize/guides/z7fw7p3/revision/2>

Tasks

Consider your own household and create a mind map of the social and economic considerations that affect your food choice. Explain how different this might be to your grandparents at your age.

Explain why food provenance is important to some consumers. Include examples of UK food certification and assurance schemes.

French

JE VAIS + PREPOSITION + PLACE + FREQUENCY ADVERB

NEGATIVE						
Je I	ne don't	vais go	jamais never	chez to	Pierre	<i>Pierre's house</i>
				à to	Bruxelles Toulouse	
				au to the	centre comercial centre-ville ciné	<i>shopping centre</i> <i>city centre</i> <i>cinema</i>
			pas not	à la to the	fête piscine	<i>party</i> <i>swimming pool</i>
				à l' to the	église hôtel	<i>church</i> <i>hotel</i>
			presque jamais hardly ever	nulle part	<i>nowhere</i>	

POSITIVE								
Je I	vais go	de temps en temps <i>from time to time</i> parfois <i>sometimes</i> rarement <i>rarely</i> souvent <i>often</i> toujours <i>always</i> (presque) tous les jours <i>(nearly) every day</i> (presque) tous les week-ends <i>(nearly) every weekend</i> une fois par mois <i>once a month</i> une fois par semaine <i>once a week</i>	chez to	Marie	<i>Marie's house</i>			
			à to	Bruxelles Toulouse				
			au to the	collège gymnase parc stade supermarché	<i>school</i> <i>gym</i> <i>park</i> <i>stadium</i> <i>supermarket</i>			
				restaurant	chinois indien italien	<i>Chinese</i> <i>Indian</i> <i>Italian</i>		
				magasin de (...) shop	musique sport vêtements	<i>music</i> <i>sport</i> <i>clothes</i>		
			à la to the	plage <i>beach</i>	tous <i>every</i>	les lundis les mardis les mercredis les jeudis les vendredis les samedis les dimanches	<i>Monday</i> <i>Tuesday</i> <i>Wednesday</i> <i>Thursday</i> <i>Friday</i> <i>Saturday</i> <i>Sunday</i>	

(SAYING WHERE I GO AND HOW OFTEN)



POPULATION AND MIGRATION



Key vocabulary

Birth rate: the number of babies born per 1000 of the population

Death rate: the number of deaths per 1000 of the population

Fertility rate: the number of babies, on average, women in a country have.

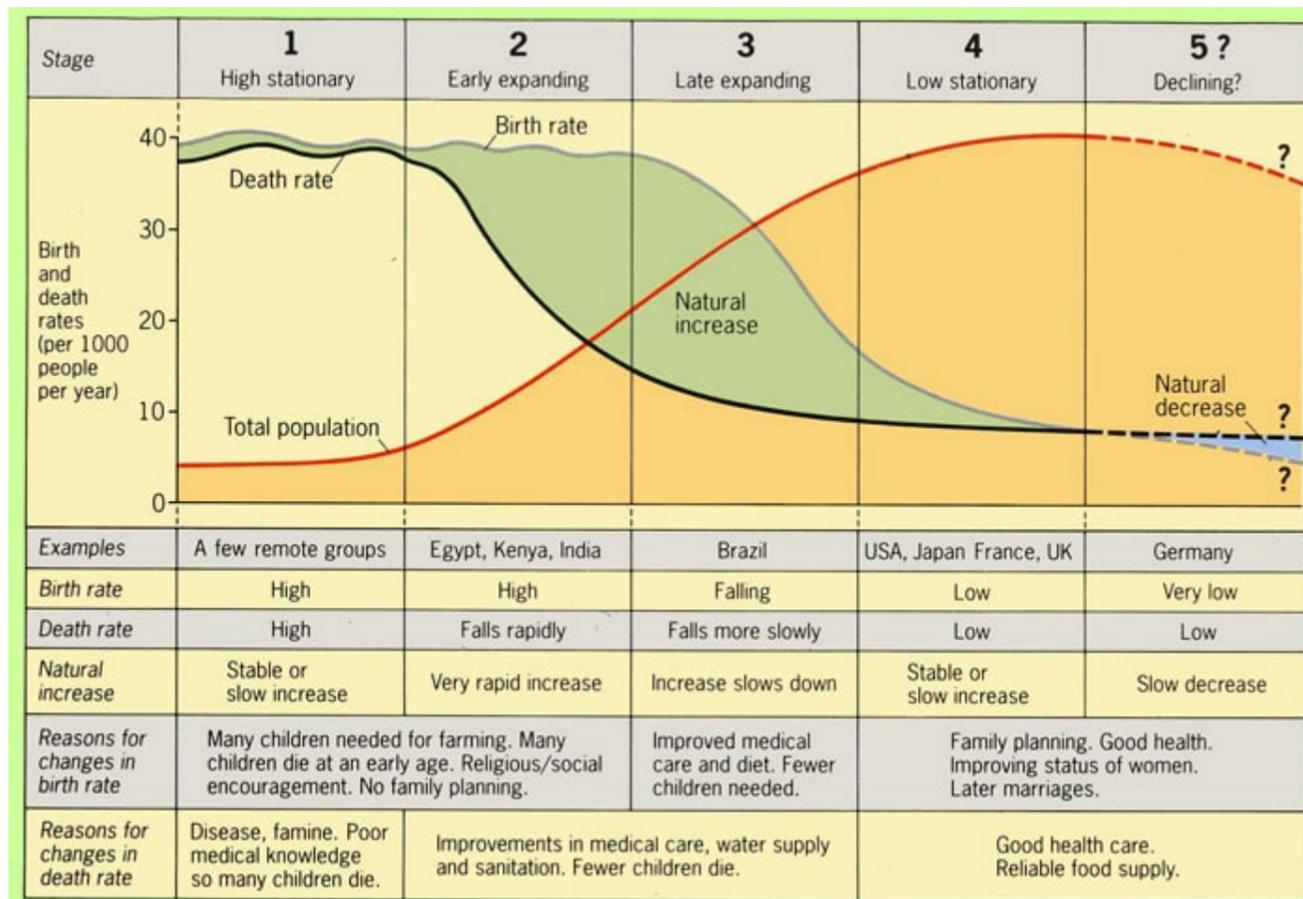
Life expectancy: the age to which people are expected to live.

Natural increase: the birthrate minus the death rate of a country. If birthrates are greater than deathrates then the country's population will increase

The dependency ratio: the proportion of people below and above working age. A low dependency ration means there are many people in work to support dependents (the elderly and very young)

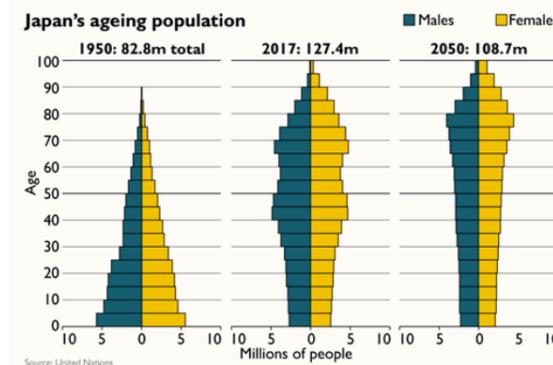
The Demographic Transition Model

The DTM shows changes over time in the population of a country. It is based on the changes that took place in European countries such as the UK. It has 5 stages. The UK is currently in stage 4 and Japan is in Stage 5



Japan's ageing population

How has the population changed?



- In 1950 birthrates were higher giving the classic pyramid shape to the population pyramid graph
- By 2017 birthrates had fallen significantly, on average the fertility rate was 1.4 babies per woman
- Life expectancy has also increased significantly

Why is the population changing?

Birth rates have fallen because:

1. The contraceptive pill became widely available in the 1960's allowing couples to control their fertility.
2. People are marrying and having children later, the average age of giving birth is now 30. This will lead to fewer births as fertility falls in women in their late 30's.
3. The status and role of women has changed, instead of giving up work after marriage women pursue careers.
4. Raising children is an expensive job, many families decide to only have one child due to the cost

People are living longer because:

1. Huge improvements have been made to health care during the 20th and 21st century
2. People enjoy a high standard of living in Japan
3. Diets are healthy
4. Housing quality is high
5. People have healthy lifestyles

What are the consequences of ageing population and falling birthrates?

1. There is a shortage of people of working age. Businesses can struggle to fill job roles
2. The governments tax revenue is limited as a result
3. The pension bill is growing at an unsustainable rate
4. Japan is experiencing an epidemic of dementia
5. There has been a boom in the manufacture of good aimed at older people

What is being done to manage the population?

1. The retirement age has been increased
2. People over 40 pay an additional tax which will be spent on their care as they age
3. Child benefit has been increased and people are encourage to have more time off work

POPULATION AND MIGRATION



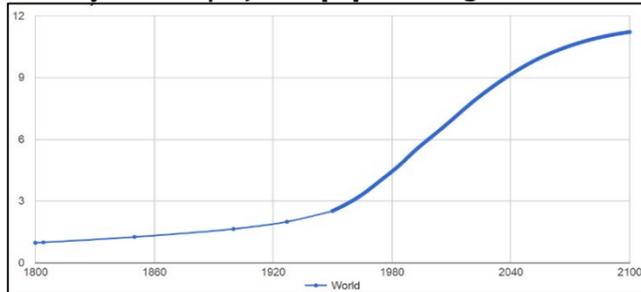
POPULATION AND MIGRATION KNOWLEDGE ORGANISER



Population Overview

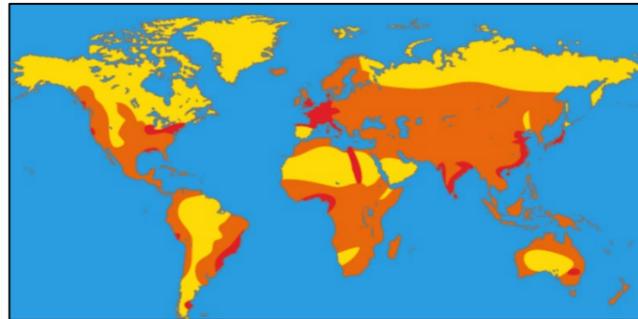
Population means the people living in a particular area. The study of human populations is called **demography**.

The **world population** is growing rapidly. The graph below shows population growth over the past 200 years and projected **population growth**.

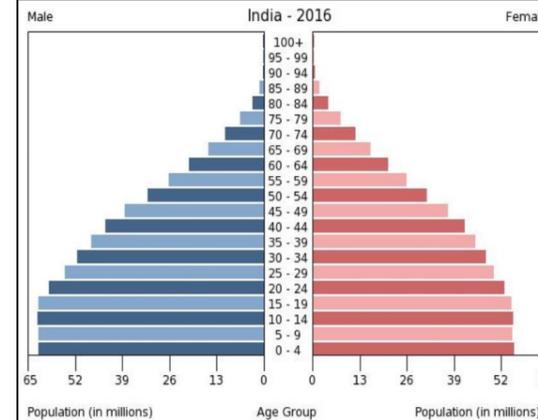


Population density is the measure of the amount of people living per a given amount of space (e.g. per metre, mile or kilometre).

The image shows the population density of the world. **Densely populated, moderately populated sparsely populated,**



Population Structures



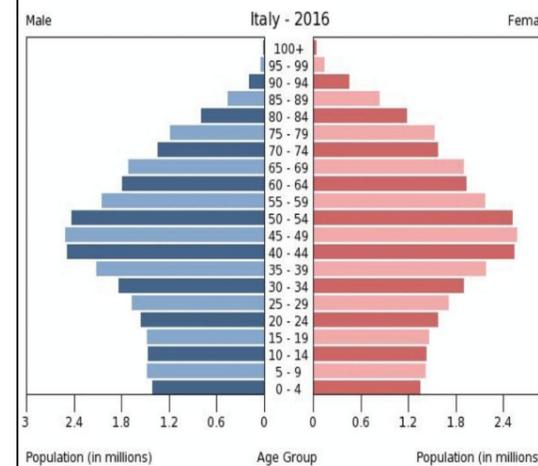
Young/Emerging Populations

The diagram on the left is the population pyramid for India. It is similar to many emerging countries across the world, in that there are lots of people under the age of 20, but relatively few people over the age of 60. Old people do not live as long as in some countries (poverty levels and healthcare are influences) and lots of babies are being born (access to contraception is one reason for this). It means that the population is growing. Populations rise when the fertility rate is 2.1 or higher – in India it is 2.4.

Migration also influences population growth and decline, and in many of the countries on the right, more people are immigrating into the country than are emigrating.

Countries in this category include:

- Malawi
- Oman
- Lebanon
- Kuwait
- Qatar
- South Sudan
- Niger
- Burundi
- Chad
- Iraq
- Angola
- Uganda
- Gambia
- Tanzania
- Senegal
- Jordan



Ageing/ Declining Populations

The diagram on the left is the population pyramid for Italy. It is similar to many countries in developed western Europe, in that there are relatively few people under the age of 20, and a relatively high number of people over 60. This is because older people are living longer (advances in healthcare) and fewer babies are being born. Populations fall when the average fertility rate is less than 2.1 – in Italy the rate is currently around 1.4. In many of the countries on the right, more people are emigrating than immigrating.

Countries in this category include:

- Japan
- Portugal
- Greece
- Finland
- Bulgaria
- Sweden
- Latvia
- Croatia
- France
- Denmark
- Estonia
- Lithuania
- Bosnia

Migration

What is Migration?

Migration is the movement of people from one locality or country to another. Migration may be temporary or permanent, and voluntary or forced. Immigration is when people move from other places into a place, in order to settle – such migrants are called immigrants. Emigration is when people move out of their country to new places – these people are called emigrants. Migration is not a new phenomenon - evidence of peoples migrating goes back to ancient human history. It is estimated that around 250 million people worldwide live outside their country of birth.



Temporary Migration

A temporary migrant normally enters a country for a fixed time period, ordinarily for work purposes. In the UAE, for example, many expatriates go to work for a tax-free salary on a fixed-term contract, before returning home. For this reason, a large percentage of the population are men aged between 25 and 45.



Permanent Migration

Permanent migration occurs when someone moves to another country with the intention of making the new country/ location their home. For example, in 1948, 842 immigrants sailed from Jamaica to London on the Empire Windrush, in the hope of starting a new life in the United Kingdom. Most never returned to Jamaica.



Voluntary Migration

Often, people move to other countries voluntarily, often in search of living a better life. As more countries have joined the European Union, many workers from poorer nations have utilised their right to move freely to other countries in the EU. Lots of Polish and Hungarian workers, for example, have moved to the UK.



Forced Migration

Forced migration can result from a range of circumstances – usually sudden and dangerous events such as war or famine. One example is the recent Syrian crisis, in which more than 50% of Syria's population has become displaced. Lots of countries, for example Lebanon, Turkey and Jordan received the migrants.



Most Populated Countries

1. China – approx. 1.39 billion people.
2. India – approx. 1.31 billion people.
3. USA – approx. 334 million people.
4. Indonesia – approx. 265 million people.
5. Brazil – approx. 221 million people.
6. Pakistan – approx. 211 million people.
7. Nigeria – approx. 203 million people.

Population of the Continents

1. Asia – approx. 4.43 billion people.
2. Africa – approx. 1.21 billion people.
3. Europe – approx. 738 million people.
4. N. America – approx. 579 million people.
5. S. America – approx. 422 million people.
6. Oceania – approx. 38.3 million people.
7. Antarctica – approx. 1,106 people.

Population Growth – The UK



Population Growth – The USA



Year 9 cycle 2 Geography Population

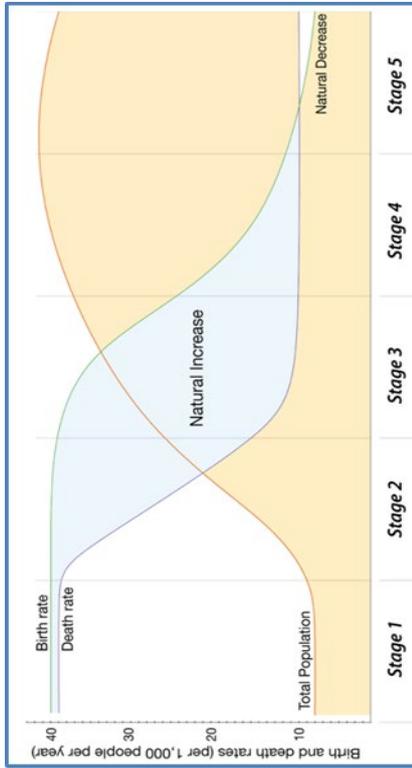
Activity one: answer the quiz questions

1. What do we call the study of human populations?
2. Define population density
3. Some places are densely populated. What does this mean?
4. What is migration?
5. List four different categories of migration
6. Give one reason one a young person might migrate to a different country temporarily
7. Which country is the most populous in the world?
8. How big is its population?
9. How do we present a country's population in graph form?
10. What information can be found on these graphs?
11. Sketch a population pyramid for a LIC
12. What is the DTM and what does it show?
13. Describe three features of a stage 1 country.
14. Why do deaths rates fall so rapidly in stage 2?
15. Birth rates remain high in stage 2 of the DTM. Can you explain why?
16. What stage is Japan in the DTM?
17. Why are birth rates so low in Japan?
18. Why is life expectancy so high in Japan?
19. What is Japans fertility rate?
20. Japan has an ageing population. Give three things the government is doing to manage its ageing population.

Activity two: annotate the DTM with information about each stage.

Stage 1:

Annotate the demographic transition model with information about each stage. Include what is happening to the birth and death rates, the total population and an example of a country at this stage.



Stage 5:

Stage 2:

Stage 3:

Stage 4:

Activity three: Migration is the movement of people from one location to another. **Push** factors are the reasons why people leave an area and **pull** factors are the reasons why people move to a particular area. Migration is generally the result of several different push and pull factors. In LEDCs the movement is usually from the countryside to the towns and cities. This is called rural-urban migration.

Colour code the following according to whether they are **push** or **pull** factors:

not enough jobs	flooding	better job opportunities
pollution	high crime rate	more attractive climate
lack of political freedom	drought in the region	better chances of marrying
no bullying	poor medical care	lack of religious freedom
higher wages	better security	poverty
higher levels of education possible	landlord/tenant issues	lack of safety
poor housing	new factories in the new location	persecution
political stability	poor chances of marrying	peaceful living conditions
better living conditions	death threats	a safer crime free environment
few opportunities	loss of wealth	better medical care
lack of services	poor living conditions	better housing
natural disasters	desertification	political freedom
religious freedom	fear of forced labour	fear of slavery
more wealth	discrimination	lack of persecution
better education	war in the region	more job opportunities
more fertile land	less risk from natural hazards	condemned housing, e.g. due to radon gas

TIMELINE: What was impact of WW1?

February 1917 – Russian Tsar Nicholas abdicates. 300 years of royal rule ends. Eventually replaced in October by Bolshevik Communists

11th November 1918 – Armistice Day – WW1 officially ended

February 1918 – Representation of the People Act – 8.5 million women now allowed to vote (married / 30 / householders)

1918 – Education Act – School until 14. Special Educational Needs recognised. Also “Homes For Heroes” – 200,000 new council houses built which can be rented from councils

1919 – Ministry of Health – Set up in Britain to improve healthcare

28th June 1919– Treaty of Versailles signed. Germans humiliated.

October 1922 – Benito Mussolini marches on Rome with his “blackshirts” and soon becomes Fascist leader of Italy.

1925 – Old Age Pensions increased.

4th – 12th May 1926 – Trade Union Congress organised a huge but unsuccessful nationwide strike (printers, dockworkers, gasworkers, transport workers etc) to support miners who were being made to work longer hours for less pay.

1928 – All women in Britain over the age of 21 were allowed to vote.

October 1929 – Wall Street Crash – shares plummet and world plunged into global economic decline – ‘The Great Depression’.

Challenge yourself to learn more about WW1 here:

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

IMPACT OF THE TREATY OF VERSAILLES

GERMAN LAND

1. Overseas colonies to GB & FR
2. Lost land to Poland, Denmark, France, Belgium & GB
3. No troops in Rhineland (French border)

GERMAN MILITARY

4. Army only 100,000. 6 ships. 0 planes. 0 subs. 0 tanks.

OTHER

5. War Guilt Clause = Germany blamed for WW1
6. £6,600 million to be paid by Germany in Reparations.
7. League of Nations created to stop future wars

1923 – 1933 The Rise of Hitler

8. Promised to ignore restrictions and repayments demanded in the Treaty of Versailles
9. Blamed Jews for defeat in WW1
10. Wanted “Greater Germany” of German speakers (including Austria, Czechoslovakia and Poland)
11. Lebensraum – “Living Space” in Russia for Germans
12. Imprison Communists and provide work for all
13. Military uniforms, marches, banners and salute

Hitler elected as Chancellor – January 1933

14. Hitler becomes “Führer” – leader
 - 1935 National Labour Service = jobs and rebuild
15. Kinder, Kirche, Kuche (Children, Church and Cooking) is aim for women
16. Discrimination against disabled, Jewish and Scinti Roma (Gypsies) groups – arrest and forced labour
17. Propaganda and total control of media, literature theatre and culture to spread Nazi ideas.
18. Hitler Youth groups – spread Nazi ideas and trained young Germans to be soldiers / mothers

History – KPI 2: Impact of World War I

Key term	Definition
Reparations	Money paid from one country to another as compensation
League of Nations	Peacekeeping organisation from Treaty of Versailles (now United Nations - UN)
To strike	VERB = refuse to work in order to protest against something
Suffrage	To be able to vote
Democracy	System of electing your leaders
A dictator	An unelected individual who rules using force and has great personal power
Communism	System where workers run country – nation’s wealth is shared equally by all
Economic depression	Period of decline in business, profits and reduction in job opportunities
Fascism	System of government with strict government control over lives to make nation stronger.
Share	A share of a business bought with cash. The re-sale value can rise or fall.
Speculators	Investors who borrow money to buy shares
Anti-Semitism	Prejudice against the Jewish religion
Hyperinflation	Unstoppable and quick rise in prices leading to currency becoming worthless
Gestapo	Nazi secret (political) police

ENGLISH Term 2

Punctuating complex sentence

Complex sentences communicate more than one idea. One part (the main clause) can stand on its own. The other part (the subordinate clause) gives more detail about the main clause, but it cannot stand alone. A complex sentence will contain a **subordinating conjunction** (common examples include after, although, as, because, before, if, since, though, unless, until, when, while, and where).

Punctuating complex sentences:

Subordinate Clause + Main Clause = Use a comma to separate the clauses.

As the sun rose, the explorers set off for the day.

Although they were tired, the intrepid adventurers pressed on.

Main Clause + Subordinate Clause = Do not use a comma to separate the clauses.

The explorers set off for the day as the sun rose.

The intrepid adventurers pressed on although they were tired.

More sentence types

- 1) **Declarative sentences** make a statement. They tell us something. They give us information, and they usually end with a full stop.
- 2) **Interrogative sentences** ask a question. They ask us something. They want information, and they always end with a question mark.
- 3) **Imperative sentences** give a command. They tell us to do something, and they end with a full stop or exclamation mark.
- 4) **Exclamative sentences** express strong emotion or surprise. They always end with an exclamation mark.

Key terminology and definitions

Connotations = associations, feelings or ideas that we have in relation to a word or phrase. E.g. A dove has connotations of peace, love, harmony.

Language techniques = methods a writer uses to craft their work (also called language/literary/linguistic devices). Examples include simile, metaphor, alliteration.

Structure = how a text is ordered and laid out.

Context in literature refers to the background information and circumstances that help you understand a text.

Rhetoric = art of effective persuasive writing or speaking.

Perspective = a person's view on a topic.

Tone = a writer's feelings about a topic that we notice in their work.

Semicolon rules

1. A semicolon can **join two closely related main clauses** without a co-ordinating conjunction (such as "and" or "but").
The rain fell heavily; the streets were flooded.
2. A semicolon is **used before conjunctive adverbs such as "however," "therefore," or "moreover"** when they connect two main clauses. A comma is placed after the conjunctive adverb: She wanted to go; however, she could not.
3. Semicolons can **separate items in a list when those items contain commas**: I've travelled to Paris, France; Rome, Italy; and London, England.

Key content

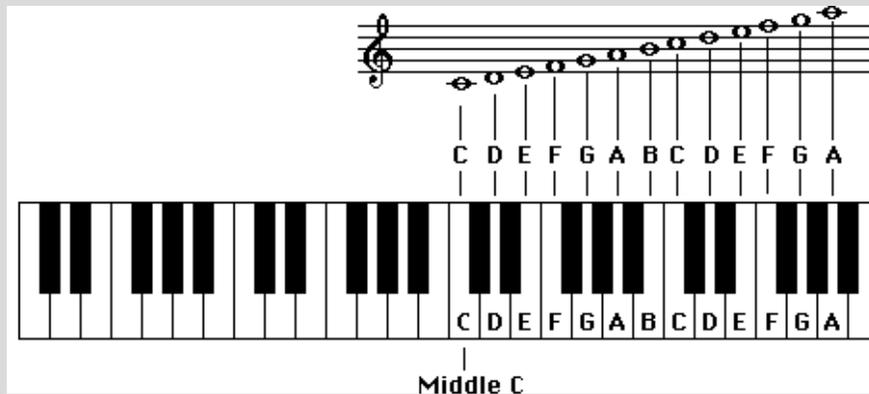
Music for the stage or musical theatre is a form of theatrical performance that combines songs, spoken dialogue, acting and dance. The story and emotional content of a musical – humour, love, anger – are communicated through words, music, movement and technical aspects of the entertainment as an integrated whole.

Key Features:

Musicals set out to **entertain** through a combination of:

- Catchy music in a popular style
- Solo songs, duets, choruses and ensembles
- Orchestra or band accompaniment
- Spoken dialogue
- Dance sequences, stage spectacles and magnificent costumes
- These are all held together by the **plot**.

Diagrams:



Key vocab

Word	Definition
Musical	A form of theatre that combines song, spoken dialogue, acting and dancing
Orchestra	A large ensemble split in to four families: strings, woodwind, brass and percussion
Solo	Someone performing on their own
Duet	Two people performing together
Trio	Three people performing together
Ensemble	A group of musicians
Hook	A repeated catchy phrase in a song, often the title of the song
Tonality	The tone of the music: major (happy) or minor (sad)
Tempo	The speed of the music
SATB	The four main voice types: soprano (high female), alto (low female), tenor (high male) and bass (low male)

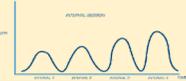
More info can be found here: [Listening](#)

Listen to some of these well known musicals:

- | | | | |
|--------------|----------|----------------------|-----------|
| Wicked | Grease | Les Miserables | |
| Billy Elliot | Hamilton | Phantom of the Opera | |
| Matilda | Cats | We Will Rock You | Mamma Mia |



Key content

Continuous Training		Aerobic activities (running, biking, swimming and rowing.), performing repetitive movements over a prolonged period of time
Interval Training		Periods of workouts interspersed with periods of rest.
Fartlek Training		Varying speed and or type of terrain.
Plyometric Training		High intensity exercise involving explosive movements
Circuit Training		Complete several exercises in a circuit (usually five to 10) targeting different muscle groups with minimal rest in between. E.g. Press ups, planks, sit ups
Agility Training		Drills used to practice changing direction at speed.
Flexibility Training		Stretching exercises to lengthen the muscles and may include activities like yoga.
Balance Training		Involves doing exercises that strengthen the muscles that help keep you upright, including your legs and core. These kinds of exercises can improve stability.
Resistance Training		Using a resistance such as your body weight or free weights to improve your fitness.

2. THEORY ME

1. COMPONENTS OF FITNESS Comprehensively describe the fitness components and know how to test each.	50%<	51 – 69%	70% +
2. Tier 3 Vocabulary Comprehensively describe aerobic and anaerobic exercise. As well as understanding the difference between maximal and submaximal tests.		GEM Activity will consist of a TEST	
3. TRAINING METHODS Understand how to improve fitness components through the appropriate training methods.			

Skill-related components

Key Words

	Definition	Example
Agility	The ability to change the position of the body quickly and control the movement	A badminton player moving around the court from back to front and side to side at high speed and efficiency
Balance	The ability to maintain the body's centre of mass above the base of support	A sprinter holds a perfectly still sprint start position and is ready to go into action as soon as the gun sounds
Coordination	The ability to use two or more body parts together	A trampolinist timing their arm and leg movements to perform the perfect tuck somersault
Power	The ability to perform strength performances quickly	A javelin thrower applies great force to the spear while moving their arm rapidly forward
Reaction time	The time taken to respond to a stimulus	A boxer perceives a punch from their left and rapidly moves their head to avoid being struck
Speed	The ability to put body parts into motion quickly	A tennis player moving forward from the baseline quickly to reach a drop shot close to the net

Health-related components

	Definition	Example
Body composition	The percentage of body weight which is fat, muscle and bone	The gymnast has a lean body composition to allow them to propel themselves through the air when performing on the asymmetrical bars
Cardiovascular fitness	The ability of the heart, lungs and blood to transport oxygen	Completing a half marathon with consistent split times across all parts of the run
Flexibility	The range of motion (ROM) at a joint	A gymnast training to increase hip mobility to improve the quality of their split leap on the beam
Muscular endurance	The ability to use voluntary muscles repeatedly without tiring	A rower repeatedly pulling their oar against the water to propel the boat towards the line
Strength	The amount of force a muscle can exert against a resistance	Pushing with all one's force in a rugby scrum against the resistance of the opposition pack

Year 9 Term 1/2 Crime & Punishment 2

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:

Christian Teachings on Forgiveness:

Forgiveness is an important part of Christianity. It does not mean that Christians let others get away with things, but more that they make a conscious effort to forgive and let go of feelings that come with bearing a grudge against a person. These feelings of anger and hatred can cause harm to the person feeling them, so Jesus taught people to try and let them go.

<u>Quote</u>	<u>What does it teach about forgiveness?</u>
'Father forgive them, for they do not know what they are doing' Luke 23:34	When he was dying on the cross, Jesus forgave those who crucified him
'Forgive us our sins as we forgive those who sin against us' The Lord's Prayer	God expects Christians to show forgiveness to others, no matter what they have done as God forgives them.
"Do not seek revenge or bear a grudge against one of your people, but love your neighbour as yourself" Leviticus 19:18	Treat others as you wish to be treated. If you had made a mistake you would hope someone would forgive you.

Christian Teachings on Capital Punishment (Death Penalty):

The UK is one of the countries that does not have the *death penalty*, also known as capital punishment. Many countries still have capital punishment. Some only have the death penalty for the most serious crimes while others have the death penalty, but have not used it in recent years.

Traditionally Catholic Christianity allowed the death penalty, although it taught that it should only be acceptable if the identity of the criminal could be 100% confirmed in order to protect society. However, it has recently become a subject with divided views in the Church. Today, the Catholic Church does not agree with the death penalty, as it goes against the commandment not to kill (Exodus 20:13). In addition, the Church teaches that life is a gift from God, therefore God alone has the power to take life.

Quakers are an example of a Christian *denomination* that totally opposes the death penalty. They have campaigned against it, saying that all life should be respected. The denomination teaches that punishments should be used to reform.

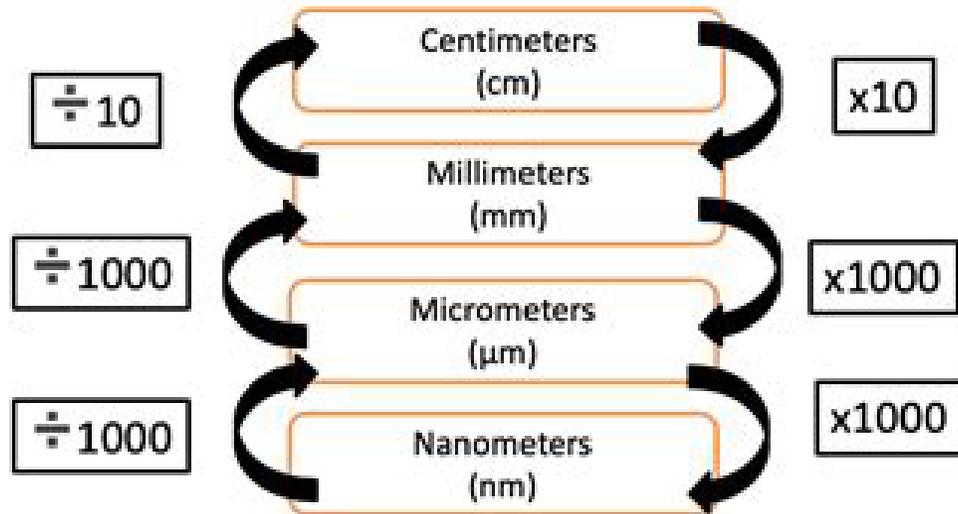


Key content

Use of a microscope is called microscopy. Microscopes allowed scientists to discover cells and sub-cellular structures (like mitochondria). Cells and their internal structures are very small, therefore, it is not useful to measure them in metres (m). Instead we use the following smaller units:

- Centimetres (cm): 100cm = 1m
- Millimetre (mm): 10mm = 1cm
- Micrometre (µm): 1000µm = 1mm
- Nanometre (nm): 1000nm = 1µm

The image below can be used to convert between units.



Key Terms	Definitions
Multicellular	This describes an organism that is made of lots of cells – such as animals or plants.
Specialised Cell	Almost all cells in multicellular organisms have a particular job, or function.
Tissue	A group of cells with similar structures and functions – i.e. a group of specialised cells.
Organ	An organ is a collection (or aggregation) of tissues performing a specific function.
Organ System	Organs don't operate alone: they work together to form organ systems.
Organism (again)	An organism has many organ systems, all contributing to its survival.
Light microscope	A usual school microscope is a light microscope. You can see large sub-cellular structures like a nucleus with it, but not a lot more detail than that.
Magnification	This is the measure of how much a microscope can enlarge the object you are viewing through it.
Resolution	This is the measure of the level of detail you can see with a microscope.
Electron microscope	A type of microscope with much high magnification and resolution than a light microscope. Essential for discovering the smaller sub-cellular structures.

Equation	Meanings of terms in equation
$\text{magnification} = \frac{\text{size of image}}{\text{size of real object}}$	<p>The image is how it looks through the microscope. The real object is what you are looking at. The image and object must be measured with the same unit, e.g. both in µm or nm.</p>

Key content

There are many stores of energy

- magnetic
- internal (thermal)
- chemical
- kinetic
- electrostatic
- elastic potential
- gravitational potential
- nuclear

$$E_k = \frac{1}{2} m v^2 \quad E_e = \frac{1}{2} k e^2$$

$$E_p = m g h \quad W = F \times d$$

$$power = \frac{W}{t}$$

$$efficiency = \frac{useful\ energy\ transferred}{total\ energy\ supplied}$$

$$efficiency = \frac{useful\ power\ transferred}{total\ power\ supplied}$$

Diagrams:

four types of energy transfer:

- mechanical work - a force moving an object through a distance
- electrical work - charges moving due to a potential difference ⓘ
- heating - due to temperature difference caused electrically or by chemical reaction
- radiation - energy transferred as a wave, eg light and infrared - light radiation and infrared radiation are emitted ⓘ from the sun

Key vocab

Word	Definition
Energy	The capacity to do work
Law of Conservation	Energy can never be created or destroyed, only transferred
Efficiency	The percentage of energy or power transferred usefully
Thermal insulator	A material with a low thermal conductivity
Thermal conductor	A material with a high thermal conductivity
Renewable	An energy resource that can be replenished faster than it is used
Non-renewable	An energy resource that is used faster than it is replenished
Work	The amount of energy transferred to an object

More info can be found here:

<https://www.bbc.co.uk/bitesize/examspecs/zsc9rdm>

□ **Microscopy and Magnification (15 questions)**

1. What is the name of the tool used to look at very small things?
2. What is the name of the science of using microscopes?
3. What are microscopes used to look at?
4. What part of a cell was discovered because of microscopes?
5. Why do we use microscopes instead of just looking with our eyes?
6. What does the eyepiece lens on a microscope do?
7. What does the objective lens on a microscope do?
8. If the eyepiece lens is x10 and the objective lens is x40, what is the total magnification?
9. What do you need to do to a slide before looking at it under a microscope?
10. Why do we stain cells before looking at them?
11. What part of the microscope moves the stage up and down?
12. What does the light or mirror do on a microscope?
13. What do we call the knob that helps us focus the image?
14. Name one safety rule when using a microscope.
15. What is the difference between a light microscope and an electron microscope?

 **Units of Measurement (10 questions)**

16. Why don't we measure cells in metres?
17. How many centimetres are in one metre?
18. How many millimetres are in one centimetre?
19. How many micrometres (μm) are in one millimetre?
20. How many nanometres (nm) are in one micrometre?
21. Which is smaller: micrometre or nanometre?
22. Put these in order from biggest to smallest: millimetre, nanometre, centimetre, micrometre.
23. What unit would you use to measure a human hair?
24. What unit would you use to measure a virus?
25. What tool helps us convert between different units?

□ **Cells and Their Structure (15 questions)**

26. What is a cell?
27. What do we call a group of cells that do the same job?
28. What part of the cell controls what goes in and out?
29. What part of the cell contains the DNA?
30. What part of the cell is filled with a jelly-like fluid?

Energy Stores and Transfers (10 questions)

1. What is energy?
 2. Name two types of energy stores.
 3. What type of energy is stored in a stretched rubber band?
 4. What energy store increases when you lift something?
 5. What energy store increases when something speeds up?
 6. What is thermal energy?
 7. What is the energy transfer when you boil water in a kettle?
 8. What is the energy transfer when a car brakes?
 9. Name one way energy can be transferred.
 10. What is meant by “wasted” energy?
-

Conservation and Dissipation of Energy (5 questions)

11. What does the law of conservation of energy say?
 12. What happens to energy when it is “wasted”?
 13. What is friction and how does it waste energy?
 14. How can you reduce energy loss in a house?
 15. Give one example of energy dissipation in everyday life.
-

Efficiency (5 questions)

16. What is efficiency?
 17. What is the formula for efficiency?
 18. Can any machine be 100% efficient? Why or why not?
 19. What does a more efficient device do with energy?
 20. Why is a modern LED bulb more efficient than an old filament bulb?
-

Energy Calculations (5 questions)

21. What is the formula for kinetic energy?
 22. What is the formula for gravitational potential energy?
 23. What unit is used for energy?
 24. If you lift a 2 kg box up 3 metres, what kind of energy increases?
 25. What happens to kinetic energy if you double the speed?
-

Energy Resources (5 questions)

26. Name one renewable energy source.
27. Name one non-renewable energy source.
28. Why is solar energy considered renewable?
29. What is a disadvantage of wind power?
30. Why do we need to use less fossil fuels?

?

UNIT 8

Describing myself and another family member

<p>¿Cuántas personas hay en tu familia? <i>How many people are there in your family?</i></p> <p>¿Cómo es tu padre/madre? <i>What is your father/mother like?</i></p> <p>¿Te llevas bien con tu hermano/a? <i>Do you get on well with your brother/sister?</i></p>		
<p>En mi familia hay cuatro personas <i>In my family there are four people</i></p> <p>Hay cinco personas en mi familia <i>There are five people in my family</i></p>		
<p>Me gusta <i>I like</i></p>	<p>mi abuelo Jaime <i>my grandfather Jaime</i></p> <p>mi hermano mayor <i>my older brother</i></p> <p>mi hermano menor <i>my younger brother</i></p> <p>mi padre Juan <i>my father Juan</i></p> <p>mi perro/gato <i>my dog/cat</i></p> <p>mi primo Ian <i>my cousin Ian</i></p> <p>mi tío Iván <i>my uncle Iván</i></p>	<p>alto <i>tall</i></p> <p>amable <i>kind</i></p> <p>bajo <i>short</i></p> <p>bueno <i>good</i></p> <p>delgado <i>slim</i></p> <p>fuerte <i>strong</i></p> <p>gordo <i>fat</i></p> <p>guapo <i>handsome</i></p> <p>antipático <i>mean</i></p> <p>divertido <i>fun</i></p> <p>generoso <i>generous</i></p> <p>inteligente <i>clever</i></p> <p>simpático <i>nice</i></p> <p>terco <i>stubborn</i></p> <p>tranquilo <i>calm</i></p>
<p>No me gusta <i>I don't like</i></p>	<p>mi abuela Adela <i>my grandmother Adela</i></p> <p>mi hermana menor <i>my younger sister</i></p> <p>mi hermana mayor <i>my older sister</i></p> <p>mi madre Ángela <i>my mother Ángela</i></p> <p>mi prima Clara <i>my cousin Clara</i></p> <p>mi tía Gina <i>my aunt Gina</i></p> <p>mi tortuga <i>my turtle</i></p>	<p>es <i>he/she is</i></p> <p>es bastante <i>he/she is quite</i></p> <p>es muy <i>he/she is very</i></p> <p>es un poco <i>he/she is a bit</i></p> <p>alta</p> <p>amable</p> <p>baja</p> <p>buena</p> <p>delgada</p> <p>fuerte</p> <p>gorda</p> <p>guapa</p> <p>antipática</p> <p>divertida</p> <p>generosa</p> <p>inteligente</p> <p>simpática</p> <p>terca</p> <p>tranquila</p>
<p>Me llevo bien con <i>I get on well with</i></p>	<p>porque <i>because</i></p>	
<p>Me llevo mal con <i>I get on badly with</i></p>		



LAST PAGE