



The John of Gaunt School
A Community Academy

Name

TG

Year 9

Knowledge Organisers

Term 3-2026

Year 9. Term 3. PORTRAIT 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 and tints 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. **Colour 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

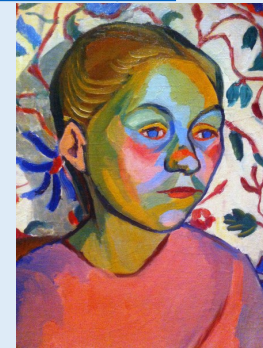


Pattern
Contrasts

Surreal
Emotional

Sonia Delaunay

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

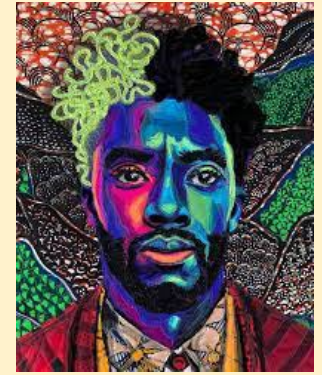


Colour
Pattern

Abstract
Culture







Bisa Butler

www.bisabutler.com



Colour
Pattern

Textiles
Cultural

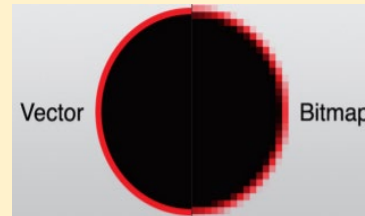
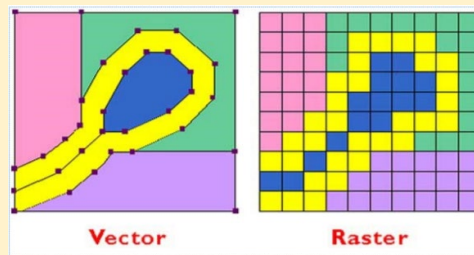
Term 1 	What are my skills?	Resources on unifrog What are my skills workbook What are my skills ppt	These are the tasks on unifrog and the suggested time when to do them. You are given the title of the resources so that you can find them yourself but they will appear on unifrog. You will get an email 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. 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/
	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	

Key content

Bitmap or vector graphic?

When deciding whether an image should be a bitmap or vector graphic, you should ask yourself the following questions:

- ☛ Does the image need to be resized?
- ☛ Does the image need to be drawn to scale?
- ☛ Do you need the image to look real?
- ☛ Do you have any restrictions on the file size?



Comparison of bitmap and vector graphics

	Bitmap graphics	Vector graphics
What are they made up of?	Pixels of different colours	Objects
What can be edited?	Individual pixels	Individual objects
What is the file size?	Large, as the computer stores details of every pixel	Small, as the computer stores details of objects, which do not require much memory
What happens when they are resized?	They lose quality	They do not lose quality
How real do they look?	Real	Not real (many of them look like cartoon images)
Native formats that the software can read	.bmp	.svg
Common file formats	.bmp, .dib, jpeg, gif, tiff, .png	.cgm, .svg, .odg, .eps, .xml

File size compression

Lossy compression

- Data is removed from the file to reduce the size of the file.
- The process cannot be reversed, data loss is permanent
- Increased compression introduces a greater reduction of image quality
- Ideal for communication over the internet and viewing on small screens

Lossless compression

- All original image quality is retained, hence no loss
- Slight decrease in file size
- Ideal for archiving images to retain original quality
- Used for large images, such as posters and billboards

Different file types	
BMP	Image
JPG	
GIF	
PNG	
TIF	

More info can be found here:
 BBC BiteSize Graphics:
<https://www.bbc.co.uk/bitesize/guides/zv2v4wx/revision/1>

DESIGN TECHNOLOGY YEAR 9 MODULE 3 - PLASTICS

Thermoplastics

Acrylic

Properties:

- Stiff, hard
- Durable
- Does not split
- Good electrical insulator
- Machines and polishes well

Disadvantages:

- Scratches easily
- Splinters easily
- Brittle in small sections

Uses: signs, wash basins & baths, cd cases, biro pen casing.



HIPS (high impact polystyrene)

Properties:

- Easy to process
- Good impact resistance
- Stiff, tough
- Flexible
- lightweight

Disadvantages:

- ignites easily
- less dense than other thermoplastics

Uses: packaging, cd casing, toys, computer housing.



Thermosetting plastics

Polyester Resin

Properties:

- Good electrical insulator
- Heat resistant
- Stiff
- Hard
- Good electrical insulator

Disadvantages:

- Brittle
- Can crack

Uses: bonding other materials:

- Glass reinforced boats/ cars
- Garden furniture



Urea Formaldehyde

Properties:

- Strong
- Hard
- Brittle
- Heat resistant
- Good electrical insulator

Disadvantages:

- Can emit toxic vapor's during manufacturing process

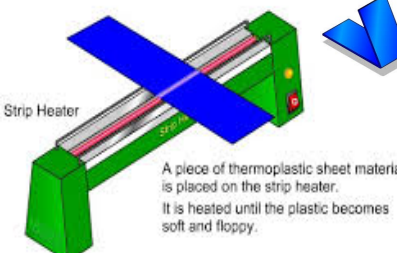
Uses: Electrical fittings and domestic appliance components.



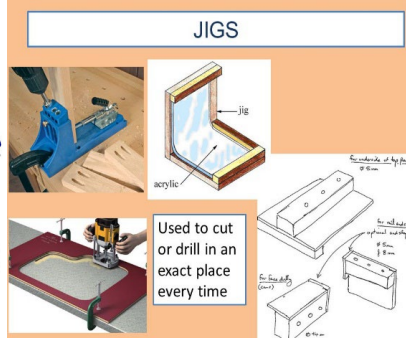
Key Word	Definitions
Dimensions	The use of measurements on a design to show sizes.
Thermo plastic	is any plastic material that becomes pliable or mouldable at a certain elevated temperature and solidifies upon cooling.
Thermosetting plastic	A type of plastic formed by permanently hardening a soft solid or liquid prepolymer (resin) through a process called curing.
Annotate	To add notes to your designs that explain what you are aiming to achieve. (Size, Materials, joining techniques)
Mould	A tool that is used to form a material over to create a shape
Jig	a device that holds a piece of work and guides the tool operating on it.

Line Bending

Heat until soft → Bend → Hold until cool



JIGS



Extension Task

Find and show the different recycling symbols used for plastic products that you can recycle in your home recycling bin.

Drama

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/ Counter balance	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 - A VIEW FROM THE BRIDGE

Key Characters

Eddie Carbone = longshoreman (works to unload boats). Lives in Red Hook with his wife and niece. Has a close relationship with his niece and doesn't want her to be independent or grow up.

Beatrice Carbone = Eddie's wife. Kind-hearted and loyal. Helps her cousins from Italy find work and lets them stay with her and Eddie.

Catherine = Beatrice's niece. Works in an office and falls in love with Rodolpho.

Alfieri = Knowledgeable lawyer. Gives Eddie and Marco advice and acts as a narrator for the audience. Acts as the Greek chorus.

Marco = Beatrice's cousin. Works as a longshoreman after arriving in New York illegally. Sends money home to his family in Italy.

Rodolpho = Beatrice's cousin and Marco's brother. Works as a longshoreman after arriving in New York illegally. Likes singing, cooking and sewing and falls in love with Catherine.

Key Quotations:

- 1) **Eddie:** 'Just remember, kid, you can quicker get back a million dollars that was stole than a word that you gave away.'
- 2) **Catherine:** *Almost in tears because he disapproves* 'What do you want me to do?'
- 3) **Alfieri:** 'I could have finished the whole story that afternoon.'
- 4) **Eddie:** 'I want my respect!'
- 5) **Marco:** 'That one! He killed my children! That one stole the food from my children!'

Key Vocabulary, Spellings and Definitions

1. **Prologue** = a character gives information at the beginning of the play; an introduction.
2. **Foreshadowing** = a warning or indication of a future event.
3. **Inevitability** = something that is definitely going to happen in the future.
4. **Fate** = a course of events, outside of a person's control.
5. **Juxtaposition** = two things seen or placed together that contrast.
6. **Symbolism** = an object/action that represents a deeper idea.
7. **Irony** = a situation in which something which was intended to have a particular result has the opposite or a very different result.
8. **Protagonist** = main character.
9. **Toxic Masculinity** = cultural pressure for men to behave in a certain "manly" way
10. **Tragic Hero** = a character from a high-class background who, through an error of judgment, meets their downfall.
11. **Hubris** = excessive pride.
12. **Hamartia** = the tragic hero's problem or error of judgment (fatal flaw).
13. **Catharsis** = the audience's fear and pity for the characters.
14. **Greek chorus** = a group of actors who commented and sang about the action of a play.
15. **Anagnorisis** = when the protagonist has a moment of realisation about themselves or the truth.

Key Context:

- They play is set in 1950s in Red Hook, New York. It was a poor area and experienced lots of Italian immigration.
- Immigrants came to work in America seeking a better life for their families. They usually had respect for family authority and honour, but didn't trust the authorities (police, lawyers etc).
- Gender roles were strictly defined in the 1950s. Women were expected to stay at home and look after the cleaning and cooking, and men were expected to work. The male head of the household expected to be obeyed.
- Arthur Miller wrote the play as a modern Greek tragedy (where a central character is led by fate to a destiny they can't control).

Food Preparation 3 Yr. 9

Key content

Allergen labelling

An allergic reaction to a food can be described as an inappropriate reaction by the body's immune system to the ingestion of a food.
By law, food, drink and ingredients that are known to contain allergens are required to be in **bold**, highlighted, underlined or in *italics*.
The most common allergens are present in:

Celery (and celeriac)	Milk
Cereals containing gluten	Molluscs - mussels
Crustaceans	Mustard
Eggs	Nuts
Fish	Peanuts
Lupin	Sesame
	Soybeans
	Sulphur dioxide

INGREDIENTS
Water, Carrots, Onions, Red Lentils (4.5%), Potatoes, Cauliflower, Leeks, Peas, Cornflour, Wheat flour, Cream (milk), Yeast Extract, Concentrated Tomato Paste, Garlic, Sugar, Celery Seed, Sunflower Oil, Herb and Spice, White Pepper, Parsley
ALLERGY ADVICE
For allergens, see ingredients in bold

Natasha's Law

Natasha's Law came into effect **on 1st October 2021**. It requires all food outlets to provide full ingredient lists with clear allergen labelling on Pre Packed for Direct Sale foods (PPDS). PPDS is food that is prepared, repacked and offered or sold to consumers on the same premises.

Diagrams:



This egg safety scheme was introduced in 1998 to reduce cases of salmonella food poisoning caused by eggs.

Marine Stewardship Council is a non-profit organisation which aims to set standards for sustainable fishing.



The Red Tractor logo is only found on British food. Food has been responsibly sourced, safely produced and comes from crops and animals that have been well cared for – so it's good for you and good for British farmers.



Key vocab

Allergies / Intolerances & Food Assurance Schemes

Word	Definition
Allergy	An allergy is a reaction your body has to a particular food or substance.
Intolerance	An inability to eat a food or take a drug without adverse effects.
Law	A system of rules created and enforced through social or governmental institutions to regulate behaviour.
Crustaceans	Crab, lobster, shrimp.
Molluscs	Mussels.
Lupin	Plant of the pea family.
Anaphylaxis	A severe and potentially life-threatening reaction to a trigger, such as an allergy.
EpiPen	An epinephrine autoinjector is a medical device for injecting a measured dose or doses of epinephrine by means of autoinjector technology. It is most often used for the treatment of anaphylaxis..
Common Allergies / intolerances	Coeliac – Wheat / gluten, Nut allergy – nuts, peanut allergy, lactose Intolerant - dairy
Food Assurance Schemes	Assurance schemes allow farmers to demonstrate that the food they have produced has met specific, independently certified standards at each stage of the supply chain from 'farm to fork'.

More info can be found here:

<https://www.foodafactoflife.org.uk/search-results?q=allergies>

<https://www.gov.uk/government/news/natashas-legacy-becomes-law>

<https://www.nhs.uk/conditions/allergies/>

My holiday plans

Où vas-tu aller cet été? Comment vas-tu voyager? Combien de temps vas-tu passer là-bas? Où vas-tu rester? Que vas-tu faire pendant les vacances?		<i>Where are you going to go this summer?</i> <i>How are you going to travel?</i> <i>How long are you going to spend over there?</i> <i>Where are you going to stay?</i> <i>What are you going to do during the holidays?</i>
Cet été, je vais aller en vacances en <i>This summer I am going to go on holiday to</i> Nous allons aller en <i>We are going to go to</i>	Allemagne Angleterre Bourgogne Bretagne Espagne	en avion <i>by plane</i> en bateau <i>by boat</i> en car <i>by coach</i> en voiture <i>by car</i>
Je vais passer... <i>I am going to spend</i> Nous allons passer... <i>We are going to spend</i>	une semaine <i>1 week</i> deux semaines <i>2 weeks</i>	là-bas <i>over there</i> avec ma famille <i>with my family</i>
Je vais rester dans <i>I am going to stay in</i> Nous allons rester dans <i>We are going to stay in</i>	la maison de ma famille un camping un hôtel bon marché <i>a cheap hotel</i> un hôtel de luxe <i>a luxury hotel</i>	Ce sera ennuyeux <i>It will be boring</i> Ce sera amusant <i>It will be fun</i>
Je vais... <i>I am going to...</i> Nous allons... <i>We are going to...</i> J'aimerais... Je voudrais... <i>I would like to...</i> Nous aimerions... Nous voudrions... <i>We would like to...</i>	acheter des souvenirs <i>buy souvenirs</i> aller à la plage <i>go to the beach</i> aller en boîte <i>go clubbing</i> bronzer <i>sunbathe</i> danser <i>dance</i> faire des courses <i>go shopping</i> faire de la plongée <i>go scuba diving</i> faire du sport <i>do sport</i> faire du tourisme <i>go sightseeing</i> faire du vélo <i>go biking</i> jouer avec des amis <i>play with some friends</i> jouer de la guitare <i>play the guitar</i> manger et dormir <i>eat and sleep</i> manger de la nourriture délicieuse <i>eat delicious food</i> me/nous reposer <i>rest</i> sortir en ville <i>go out into town</i>	Ce sera génial <i>It will be great</i>



POPULATION AND MIGRATION



China's one child policy

In the past the Chinese government encouraged people to have lots of children so by the 1940-60's China's population was growing very quickly. By 1950 the rate of population change in was 1.9% each year. This doesn't sound like very much but if a country has a growth rate of 3% then the population will double in less than 24 years! This became a massive cause for concern for the government.

In the late 1970s, the Chinese government introduced a number of measures to reduce the country's birth rate and slow the population growth rate. The most important of the new measures was a one-child policy, which decreed that couples in China could only have one child.

The One Child Policy came to an end in 2015 however it will have a lasting effect on China.

How was the policy enforced and how was it implemented?

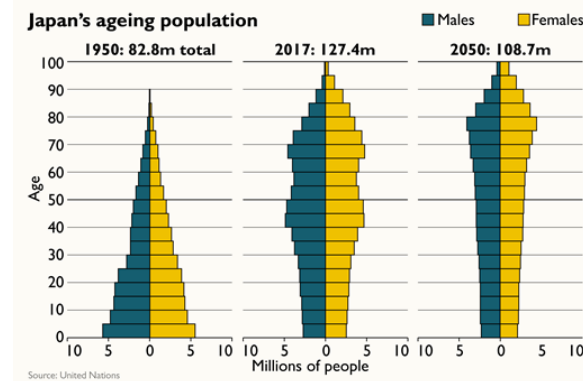
1. The government had a powerful propaganda campaign, poster appeared on roadsides and in towns. Slogan such as "Fewer and better births, a service to the nation," and "It is the right and obligation for citizens to carry out family planning."
2. Heavy fines were given to families who had a second child.
3. There are reports of forced sterilization of women after they gave birth to their first child
4. Human rights groups reported that some women were forced to have abortions if they conceived a second time.
5. Sometime a second child would be removed from the family, families would often have to go into hiding
6. Second children did not have the same access to free health care and education
7. The policy was relaxed in rural areas, where labour was needed on the farms, and for ethnic minority groups

What were the consequences of the policy?

1. The birth rate in China has fallen since 1979, and the rate of population growth is now 0.7%.
2. In China there is a traditional preference for boys and so large numbers of female babies have ended up homeless or in orphanages.
3. There was an increase in the rate of female infanticide.
4. In 2000, it was reported that 90% of foetuses aborted in China were female.
5. This has resulted in a worrying gender imbalance in China. There are approximately 60 million men than women.
6. A whole generation of men have been unable to find a wife and have children of their own. These men are referred to as "bare branches" as the family line and name will end with them. There is a huge stigma attached to this
7. Rates of loneliness and depression have increased. It has also been linked to an increase in the suicide rate.
8. the falling birth rate has led to a rise in the relative number of elderly people
9. there are fewer people of working age to support the growing number of elderly dependents - in the future China could have an ageing population.

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



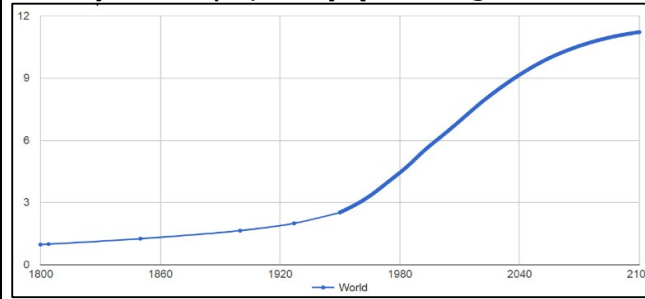
POPULATION AND MIGRATION KNOWLEDGE ORGANISER



Population Overview

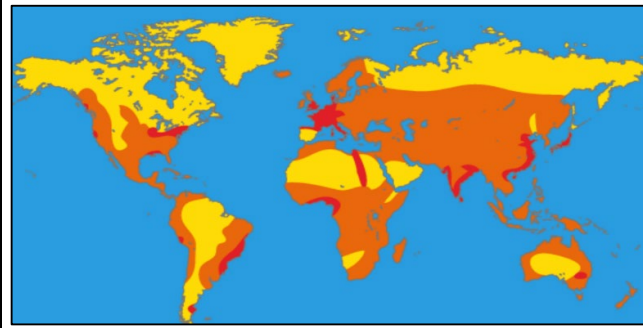
Population means the people living in a particular area. The study of human populations is called **demography**.

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

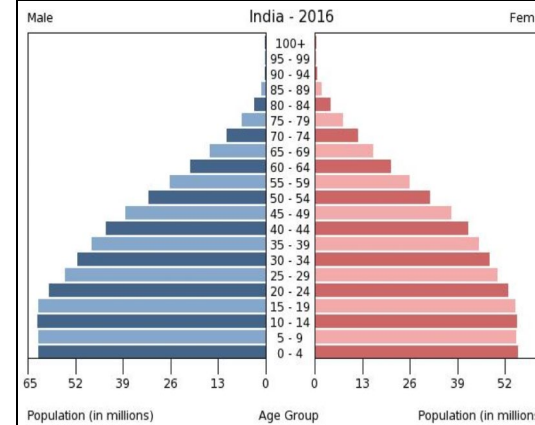


Population density is the measure of the amount of people living per a given amount of space (e.g. per metre, mile or kilometre).

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



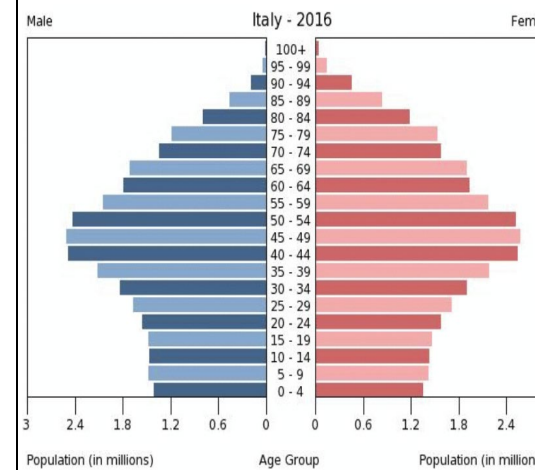
Population Structures



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.

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



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

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.

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.

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

Causes of American Wall Street Crash and Great Depression

- **Irresponsible American rural / local banks lent money to people who couldn't pay it back (they often speculated on shares and lost in 1929), banks then went bankrupt and people lost their savings / homes.**
- **New products had created a ‘boom’ (cards, radios, Telephones, fridges, nylon stockings) BUT by 1929 most people that could afford them already had them.**
- **Some of the old industries (gas, leather, steel, iron and textiles) had been declining for years in the USA. Wages had gone up in line with profits.**
- **Many share prices were way higher than they should have been – so they were always heading for a collapse**

Challenge yourself to learn more about WW2 here:

<https://www.bbc.co.uk/bitesize/topics/zk94jxs>

IMPACT OF THE TREATY OF VERSAILLES

GERMAN LAND

- ❖ Overseas colonies to GB & FR
- ❖ **Lost land to Poland, Czech, Den., FR and Belgium**
- ❖ **No troops in Rhineland (French border)**

GERMAN MILITARY

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

OTHER

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

1923 – 1933 The Rise of Hitler

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

Hitler elected as Chancellor – January 1933

- Hitler becomes “Führer” – leader
- 1935 National Labour Service = jobs and rebuild
- Kinder, Kirche, Küche (Children, Church and Cooking) is aim for women
- Discrimination against disabled, Jewish and Scinti Roma (Gypsies) groups – arrest and forced labour
- Propaganda and total control of media, literature theatre and culture to spread Nazi ideas.
- 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

Key content

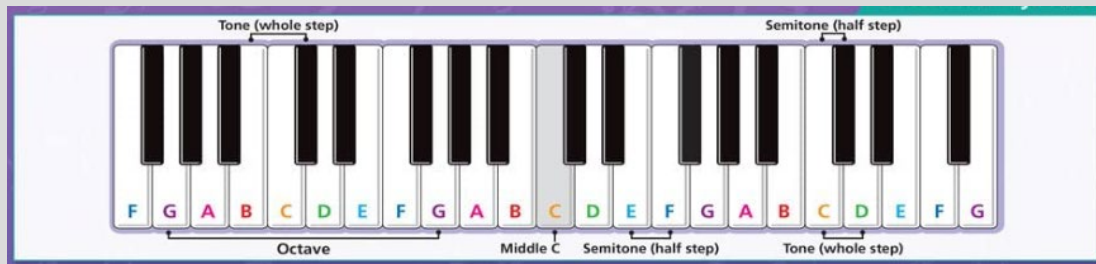
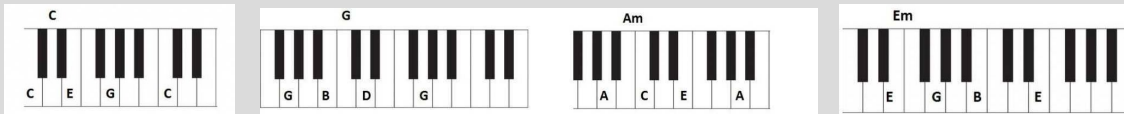
This term we will be looking at film music. There are two main types of film music: **diegetic** and **non-diegetic**. Film composers use music to create atmosphere, sync with on-screen action, and create iconic themes associated with characters in movies. In this topic you will compose a theme for a film of your choice using BandLab.

Diagrams:

You will have used BandLab in Year 8. Your username will be your school email address. If you cannot remember your password you will need to set a new one.

Use BandLab to play around with sounds for your composition:

www.bandlab.com



Key vocab

Word	Definition
Major	A bright/happy tone
Minor	A sad/sombre tone
Chord	2 of more notes played together
Melody	The main tune
Bass Line	A low pitched accompaniment part
Diegetic	Music that is played on the screen and the characters can hear it (e.g. a radio)
Non-Diegetic	Background music that characters are not aware of
Ostinato	A repeating melodic pattern
Leitmotif	A theme that represents a character, time or place

More info can be found here: Listening


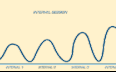
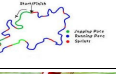





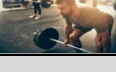
- John Williams 'Imperial March'- Star Wars
- Hans Zimmer 'Now we are Free'- Gladiator
- Hans Zimmer 'He's a Pirate'- Pirates of the Caribbean
- James Horner 'Gift of a Thistle'- Braveheart
- Alan Silvestri 'Feather Theme'- Forrest Gump



Subject Physical Education

Topic THEORY ME

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

Subject: Physical Education

Key content

Dictating play is to impose one's personal skills and tactical play an influence:

- other players' performance
- offensive and defensive team play on both sides
- the outcome of the game.

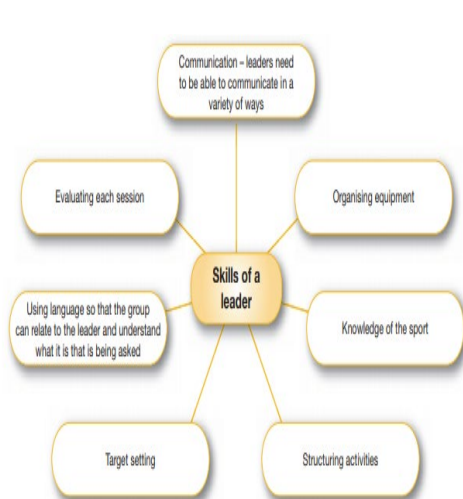
To observe and analyse a competitive performance of a player or team you must be able to:

- understand technical skills and when to use them
- understand movement of positions within a team on and off the ball
- understand offensive and defensive tactical plays and when to use them

To feedback and provide guidance to individuals and a team you must be able to:

- appraise performances
- create targets and checklists for players and teams to work on

To provide a clear verbal or written performance profile that can easily acted upon.



3. SOCIAL ME	
TEAM WORK	
1. BE ABLE TO DICTATE PLAY AND AFFECT THE WHOLE TEAM THROUGH YOUR INDIVIDUAL PERFORMANCE	
LEADERSHIP	
2. BE ABLE TO LEAD A WHOLE CLASS IN AN ACTIVITY OR DRILL	
FEEDBACK	
3. BE ABLE TO OBSERVE A GROUP AND ANALYSE THE TECHNICAL AND TACTICAL AWARENESS OF STRENGTH AND IMPROVEMENT	

Topic: Social Me Year 9

Key vocab

Word	Definition
Technical	How you do the skill, broken down into movements
Tactical	A plan of how to attack or defend including positions of players and specific instructions for what they must do in a game
Appraise	To come up with positive and negative aspects of a players technical and tactical performance and their sport
Leadership	Leadership is the art of motivating a group of people to act toward achieving a common goal.
Teamwork	The process of working collaboratively with a group of people in order to achieve a goal.
Feedback	Information about reactions to a product, a person's performance of a task, etc. which is used as a basis for improvement.
Positional Discipline	
Confidence	
Tactics	
Non verbal communication	
Demonstration	
Delegation	

Year 9 Term 3 & 4 Ethics

Key word	Definition
Ethics	The study of right and wrong, and how people should act
Morality	Ideas or rules about what is right or wrong behaviour
Absolute morality	Belief that some actions are always right or always wrong, no matter the situation
Relative morality	Belief that what is right/wrong can depend on the situation, culture or people involved
Situation ethics	The idea that the right choice depends on what is most loving/kind
Consequentialism	Thinking about the results of actions to decide if they are right/wrong
Deontology	Following rules or duties because some actions are always right/wrong
Virtue ethics	Focusing on becoming a good person by developing qualities like honesty, courage, kindness
Justice	Treating people fairly and making sure everyone gets what they deserve
Responsibility	Being careful about your actions and their effects on others
Fairness	Treating people equally and making choices are honest/just
Choice	The act of deciding between different options, often based on what is right/wrong

Key Content:

Ethics is the part of philosophy that asks questions about right and wrong, and how people should behave. It helps us think about what is fair, kind, and responsible, and how to make good choices. Ethics isn't just about laws or rules—it's about thinking carefully about the effects of our actions on ourselves and others.

Ethical ideas can be different. **Absolute morality** says that some actions are always right or wrong, no matter the situation. For example, lying or stealing might always be considered wrong. **Relative morality** says that what is right or wrong can depend on the situation, the culture, or the people involved. This approach reminds us that ethical choices can be complex.

Another approach is **situation ethics**, which suggests that the right choice depends on love or kindness in each specific situation. For example, it might be okay to break a rule if it helps someone in need.

There are other ways to think about ethics too. **Consequentialism** focuses on results—choosing actions that bring the best outcome for the most people. **Deontology** focuses on rules—some actions are always right or wrong. **Virtue ethics** focuses on character—developing qualities like honesty, courage, and kindness.

Ethics is important in everyday life, from small decisions like returning lost money, to bigger choices about fairness, justice, and equality. By thinking about absolute and relative morality, situation ethics, and our own character, we learn to make thoughtful, responsible choices and treat others with respect.

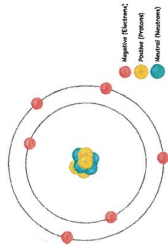


Atomic Structure and the Periodic Table – Foundation and Higher (Separate)

Atoms

Contained in the nucleus are the **protons** and **neutrons**. Moving around the nucleus are the **electron shells**. They are negatively charged.

Particle	Relative Mass	Charge
proton	1	+1
neutron	1	0
electron	Very small	-1



Overall, atoms have no charge; they have the same number of protons as electrons. An ion is a charged particle - it does not have an equal number of protons to electrons.

Atomic Number and Mass Number



Elements

Elements are made of atoms with the same atomic number. Atoms can be represented as symbols.

N = nitrogen F = fluorine Zn = zinc Ca = calcium

Isotopes – an isotope is an element with the **same number of protons** but a **different number of neutrons**. They have the same atomic number, but different mass number.

Isotope	Protons	Electrons	Neutrons
${}^1_1\text{H}$	1	1	1 - 1 = 0
${}^2_1\text{H}$	1	1	2 - 1 = 1
${}^3_1\text{H}$	1	1	3 - 1 = 2

Compounds – a compound is when two or more elements are chemically joined. Examples of compounds are carbon dioxide and magnesium oxide. Some examples of formulas are CO_2 , NaCl , HCl , H_2O , Na_2SO_4 . They are held together by chemical bonds and are difficult to separate.

Equations and Maths

To calculate the **relative atomic mass**, use the following equation:

$$\text{relative atomic mass (A}_r\text{)} = \frac{\text{sum of (isotope abundance} \times \text{isotope mass number)}}{\text{sum of abundances of all isotopes}}$$

Balancing Symbol Equations

There must be the same number of atoms on both sides of the equation:



$$\text{C} = 1$$

$$\text{O} = 4$$

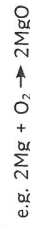
$$\text{H} = 4$$

Chemical Equations

A chemical reaction can be shown by using a **word equation**.

e.g. magnesium + oxygen \rightarrow magnesium oxide
On the left-hand side are the reactants, and on the right-hand side are the products.

They can also be shown by a **symbol equation**.

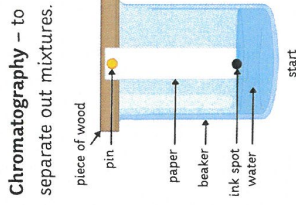


Equations need to be **balanced**, so the same number of atoms are on each side. To do this, numbers are put in front of the compounds.

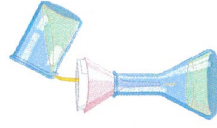


Mixtures, Chromatography and Separation

Mixtures – in a mixture there are no chemical bonds, so the elements are easy to separate. Examples of mixtures are air and salt water.

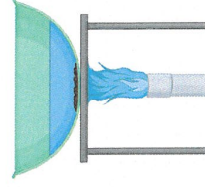


Chromatography – to separate out mixtures.

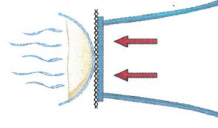


Filtration – to separate solids from liquids.

Evaporation – to separate a soluble salt from a solution; a quick way of separating out the salt.



Crystallisation – to separate a soluble salt from a solution; a slower method of separating out salt.



Separating out salt from rock salt:

1. Grind the mixture of rock salt.
2. Add water and stir.
3. Filter the mixture, leaving the sand in the filter paper
4. Evaporate the water from the salt, leaving the crystals.

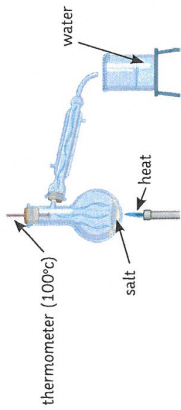


Atomic Structure and the Periodic Table – Foundation and Higher (Separate)

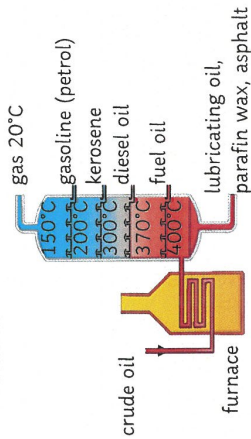
Distillation

To separate out mixtures of liquids.

1. **Simple distillation** – separating a liquid from a solution.



2. **Fractional distillation** – separating out a mixture of liquids. Fractional distillation can be used to separate out crude oil into fractions.



Metals and Non-metals

They are found at the **left** part of the periodic table. Non-metals are at the **right** of the table.

Metals

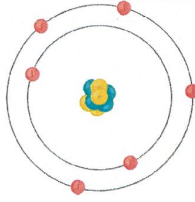
Are strong, malleable, good conductors of electricity and heat. They bond metallicly.

Non-Metals

Are dull, brittle, and not always solids at room temperature.

History of the Atom

Scientist	Time	Discovery
John Dalton	start of 19 th century	Atoms were first described as solid spheres.
JJ Thomson	1897	Plum pudding model – the atom is a ball of charge with electrons scattered.
Ernest Rutherford	1909	Alpha scattering experiment – mass concentrated at the centre; the nucleus is charged. Most of the mass is in the nucleus. Most atoms are empty space.
Niels Bohr	around 1911	Electrons are in shells orbiting the nucleus.
James Chadwick	around 1940	Discovered that there are neutrons in the nucleus.



Electronic Structure

Electrons are found in shells. A maximum of two in the most inner shell, then eight in the 2nd and 3rd shell. The inner shell is filled first, then the 2nd then the 3rd shell.

Group 7 Elements and Noble Gases

Halogens

The halogens are **non-metals**: fluorine, chlorine, bromine, iodine. As you go down the group they become less reactive. It is harder to gain an extra electron because its outer shell is further away from the nucleus. The melting and boiling points also become higher.

Noble Gases

The **noble gases** (group 0 elements) include: **helium, neon** and **argon**. They are un-reactive as they have full outer shells, which makes them very stable. They are all colourless gases at room temperature. The boiling points all increase as they go down the group – they have greater intermolecular forces because of the increase in the number of electrons.

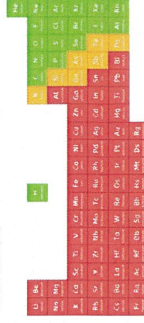
Development of the Periodic Table

In the early 1800s, elements were arranged by atomic mass. The periodic table was not complete because some of the elements had not been found. Some elements were put in the wrong group.

Dimitri Mendeleev (1869) left gaps in the periodic table. He put them in order of **atomic mass**. The gaps show that he believed there was some undiscovered elements. He was right! Once found, they fitted in the pattern.

The Modern Periodic Table

Elements are in order of **atomic mass/proton number**. It shows where the metals and non-metals are. **Metals** are on the **left** and **non-metals** on the **right**. The **columns** show the **groups**. The **group number** shows the number of **electrons** in the **outer shell**. The rows are **periods** – each period shows another full shell of electrons. The periodic table can be used to predict the reactivity of elements.



Alkali Metals

The alkali metals (**group 1** elements) are soft, very reactive metals. They all have **one electron** in their **outer shell**, making them **very reactive**. They are **low density**. As you go down the group, they become more reactive. They get bigger and it is easier to lose an electron that is further away from the nucleus.

They form ionic compounds with non-metals. They react with water and produce hydrogen.

E.g.

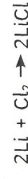
lithium + water → lithium hydroxide + hydrogen



They react with chlorine and produce a metal salt.

E.g.

lithium + chlorine → lithium chloride



They react with oxygen to form metal oxides.



Science



Atomic Structure and the Periodic Table – Foundation and Higher (Separate)

The Transition Metals

The transition metals are a block of elements found between groups 2 and 3 in the middle of the periodic table. Examples of transition metals include copper, nickel and iron with many more included. They have all the properties you would expect metals to have, such as being strong, shiny and conductors of electricity and heat. Transition metals make very good catalysts; this means they speed up a reaction without being used up themselves. Iron is used as a catalyst during the Haber process when making ammonia.

Transition metals can form more than one ion. For example, copper can take the form of Cu^+ , Cu^{2+} and iron can be Fe^{2+} and Fe^{3+} . The ions are often coloured and the compounds they are found in are also coloured.

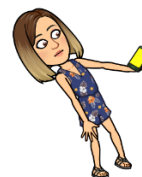
Li lithium	Be beryllium											H hydrogen	B boron	C carbon	N nitrogen	O oxygen	F fluorine	Ne neon
Na sodium	Mg magnesium											Al aluminium	Si silicon	P phosphorus	S sulfur	Cl chlorine	Ar argon	
K potassium	Ca calcium	Sc scandium	Ti titanium	V vanadium	Cr chromium	Mn manganese	Fe iron	Co cobalt	Ni nickel	Cu copper	Zn zinc	Ga gallium	Ge germanium	As arsenic	Se selenium	Br bromine	Kr krypton	
Rb rubidium	Sr strontium	Y yttrium	Zr zirconium	Nb niobium	Mo molybdenum	Tc technetium	Ru ruthenium	Rh rhodium	Pd palladium	Ag silver	Cd cadmium	In indium	Sn tin	Sb antimony	Te tellurium	I iodine	Xe xenon	
Cs caesium	Ba barium	La lanthanum	Hf hafnium	Ta tantalum	W tungsten	Re rhenium	Os osmium	Ir iridium	Pt platinum	Au gold	Hg mercury	Tl thallium	Pb lead	Bi bismuth	Po polonium	At astatine	Rn radon	
Fr francium	Ra radium	Ac actinium	Rf rutherfordium	Db dubnium	Sg seaborgium	Bh bohrium	Hs hassium	Mt meitnerium	Ds darmstadtium	Rg roentgenium								



Vocabulary			
Español	Inglés	Español	Inglés
Una aplicación	An app	Mensajes	Messages
Una red social	A social network	Amplio	Extensive
Cómodo	Convenient	Divertido	Fun
Necesario	Necessary	Peligroso	Dangerous
Práctico	Practical	Rápido	Fast
Fácil de usar	Easy to use	Útil	Useful
Gratis	Free	Una pérdida de tiempo	A waste of time
Ser adicto/a	To be addicted	Te engancha	It gets you hooked
Una ventaja	An advantage	Una desventaja	A disadvantage
Cada día	Every day	A menudo	Often
De vez en cuando	From time to time	Una vez a la semana	Once a week
Nunca	Never	Casi nunca	Hardly ever
Los tebeos	Comics	Las revistas	magazines
Los periódicos	Newspapers	Las novelas	novels
Las biografías	biographies	Ecológicos	Environmentally friendly
Barato	Cheap	Caro	expensive
Depende de la energía eléctrica	Relies on electricity	Es fácil de transportar	It's easy to transport
Pasar el rato	To pass the time	Los libros electrónicos	ebooks

Verbs			
Español	Inglés	Español	Inglés
Usar	to use	Editar	to edit
Descargar*	to download	Chatear	to chat
Subir	to upload	Mandar	to send
Contactar	to contact	Estar *	to be (temp)
Pasar	to pass time	Ser*	to be (perm)
Buscar*	to search	Tener*	to have
Conocer*	to know/meet	Leer	to read
Ver*	To see/watch	Preparar	To prepare
Sacar*	To take	Pensar*	To think
Compartir	To share	Preferir*	To prefer

Spicy Phrases	
Español	Inglés
1. Suelo usar ... para ...	1. I usually use ... (in order to) ...
2. Solía usar... para...	2. I used to use... (in order to)...
3. Lo único malo es que ...	3. The only bad thing is that ...
4. Puede ser ...	4. It can be ...
5. Mi ... dice que ...	5. My ... says that ...
6. Siempre ... antes de acostarme	6. I always ... before going to bed
7. Prefiero ... porque es más ...	7. I prefer ... because it's more ...
8. La tengo desde hace ... meses	8. I've had it for ... months
9. Por un lado...por otro lado	9. On one hand ... on the other hand ...



La tecnología - Key Vocabulary

Quizlet Link - https://quizlet.com/_6x7rde

LAST PAGE