



# **Year 9 Learning Journal**







## **Learning Cycle 3**

Student Name:\_\_\_\_\_

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## Home Learning Timetable Year 7 -11

	Monday	Tuesday	Wednesday	Fortnightly	Half Termly
Year 7	<b>English</b> 	<b>Science</b> 	<b>Sparx Maths</b>	Spanish/French Vocab Checks <b>Quizlet</b>	
Year 8	<b>English</b> 	<b>Science</b> 	<b>Sparx Maths</b>	Spanish/French Vocab Checks <b>Quizlet</b>	Geography History Computer Science
Year 9	<b>English</b> 	<b>Science</b> 	<b>Sparx Maths</b>	Spanish/French Vocab Checks <b>Quizlet</b>	Geography History Computer Science Art Drama Music



## Home Learning In School Support



### Break Time

Every day with a Maths teacher

**G36**

### Afterschool



Tuesday Wednesday and Thursday  
with an English/Science/Maths Teacher

**G33**



# Learning Cycle 3 Assessment Timetable

Year 9 Learning Cycle 3 Knowledge Check Draft Timetable

Lesson											
	23/06/25	24/06/25	25/06/25	26/06/25	27/06/25	30/06/25	01/07/25	02/07/25	03/07/25	04/07/25	07/07/25
	Blue					Yellow					Blue
	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon
1	9Y1				Music						
	9Y2								Music		
	9Y3										
	9Y4										
	9Y5								Geography		
	9Z1								MFL	History	
	9Z2	Computing		Drama					MFL		
	9Z3					DT	Music		MFL	Geography	Drama
	9Z4					DT			MFL	Geography	
	9Z5					DT	History		MFL		
	9Z6				Computing	DT	Music		MFL	Geography	
2	9Y1	Science					DT			History	
	9Y2	Science	Maths				DT			Drama	
	9Y3	Computing	Maths				DT				
	9Y4	Science	Maths				Geography				
	9Y5	Science	Maths				History				
	9Z1	Music	Maths				English				
	9Z2						History	English			
	9Z3		Computing				English	History			
	9Z4				Drama		English	Music			
	9Z5						Drama	English		Computing	
	9Z6		Maths				English				
3	9Y1	Maths		Computing					Geography	MFL	
	9Y2				Computing	Geography	English			MFL	
	9Y3	Science				Geography	English			MFL	
	9Y4	Computing				Music	English		DT	MFL	
	9Y5						English		DT	MFL	
	9Z1	Computing						Geography	DT		
	9Z2	Science	Maths						DT	Music	
	9Z3		Maths								
	9Z4	Science	Maths								
	9Z5	Science	Maths							Music	
	9Z6							Drama			
4	9Y1	Drama					English				
	9Y2						History				
	9Y3		Music				Drama		History		
	9Y4						History				Drama
	9Y5	Drama					Music			Computing	
	9Z1	Science	Drama								
	9Z2							Geography			
	9Z3	Science									
	9Z4	Computing						History			
	9Z5							Geography			
	9Z6	Science						History			

INSET DAY

4 simple steps



## Summarise

**Summarise** your class notes, handouts and wider reading to **condense and transform** them as **you go along** (saves time and stress closer to exams).

**40%**

## Organise

**Organise your notes and revision using PLCs** (or Exam Specifications) and create **Revision Timetables**, to **focus** time and effort on **weaknesses**.

**10%**

## Recall

Use **active recall** and **spaced repetition** to **memorise** the information.

**30%**

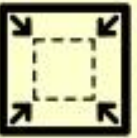
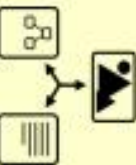


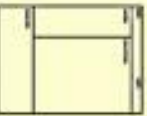





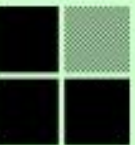

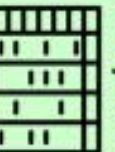







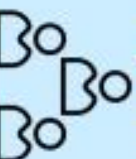






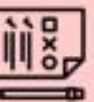



## Test Yourself

**Test Yourself** using **low stakes and high stakes** questions to check you can **apply knowledge and understanding**.

**20%**



## 4 Steps to Success with your Studies

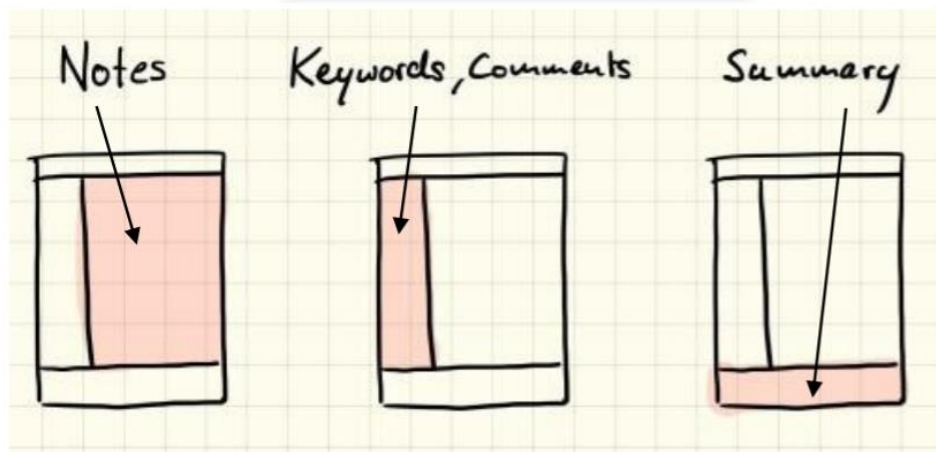
Summarise	Organise	Recall	Test Yourself
<p><b>Condense</b></p>  <p><b>Transform</b></p>  <p><b>Flash Cards</b></p>  <p><b>Revision Clocks</b></p>  <p><b>Cornell Notes</b></p>  <p><b>Mind Maps or Organisers</b></p>  <p><b>Sketchnotes</b></p>  <p><b>Dual Code</b></p> 	<p><b>PLCs or Exam Specs</b></p>  <p><b>Organise Folders (Weekly)</b></p>  <p><b>Chunk</b></p>  <p><b>Traffic Light (RAG)</b></p>  <p><b>Revision Timetable (Weekly Review)</b></p>  <p><b>Interleave</b></p> 	<p><b>Active Recall (Testing Effect)</b></p>  <p><b>Look Say</b></p>  <p><b>Leitner System (Flash Cards)</b></p>  <p><b>Memory Journey</b></p>  <p><b>Blurt - Blank Page Retrieval</b></p>  <p><b>Mnemonics</b></p>  <p><b>Group Games</b></p>  <p><b>Spaced Repetition</b></p> 	<p><b>Low Stakes</b></p>  <p><b>Multiple Choice</b></p>  <p><b>Online Quiz or App</b></p>  <p><b>High Stakes</b></p>  <p><b>Past Paper Questions</b></p>  <p><b>Write Qs using PLC</b></p>  <p><b>Write Plans &amp; Mark Schemes</b></p>  <p><b>BUGS the Question</b></p>  <p><b>Traffic Light (RAG) Qs</b></p> 





# How to Summarise using ...

## Cornell Notes



### How do I make one/use one?

1. Divide a sheet of paper into 4 sections (see example above)
2. Put the title, key questions or specification link in the very top section
3. Make your main notes in the large section (diagrams as well as words!)
4. Some time afterwards review the main notes and create 'cues' (key words or questions) to indicate what different parts of the notes are about.
5. Review your notes a third time and write an overall summary.
6. Use look, cover, say, write, check to see if you can RECALL the main notes or summary using the cues.

### What is the idea?

Using a sheet divided into 4 sections, take notes and create 'cues' and an overall summary of the topic.

### What is it useful for?

- Condensing large amounts of text into smaller notes.
- Using in lectures and then reviewing your notes after.

### Pros

The sheet encourages you to revisit the notes more than once.  
Condensing notes several times aids long term memory.

The cues can be used like a flashcard (cover the main notes section and try to RECALL).

Can include images and written detail which helps your visual and verbal memory (dual coding) - more detail than a mind map.

### Cons

Several sheets might be needed for a topic, so you don't see the 'big picture'.

Doesn't help you make links between areas of a topic.







# How to Recall using ...

## Pair or Group Games

### Cowboy Shoot Out

Students pair up and face each other. The teacher or another student asks a question. The first in each pair to 'draw' the correct answer (could write it on a mini whiteboard or shout it) wins. *Could have two teams and one person from each team makes the pair. The team that still has a player left at the end wins.*



### Nightmare Before the Exam

Students pair up and try to create a 'nightmare' exam paper/question for the other. Students must then swap and try to answer each others questions.



### Hot Seating/Just a Minute

Students in teams - take turns to put someone in the 'Hot Seat' and either have to guess the key word using clues from their team mates or speak on a topic for 1 minute with hesitation, deviation or repetition.

### Revision Pong

Students in teams – head to head. Plastic cups are set out on the table with questions in. Take in turn to bounce a ping pong ball into a cup. Answer the question it lands in. If they get it correct they take the cup. *If they lose they could do a forfeit.* The team with the most cups is the winner.

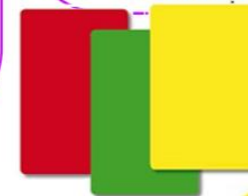


### Charades, Pictionary or Rapidough

Students in teams – act out, model or draw a concept for their team mates to guess. *In rapidough the winning team takes some of the losing teams dough each time.*

### Knowledge Trading

Students are given or create 30 flash cards (10 green, 10 yellow, 10 red) each colour represents a different level of difficulty. Students must trade their cards (they can set a value for the different colours) and aim to get the most points/cards.



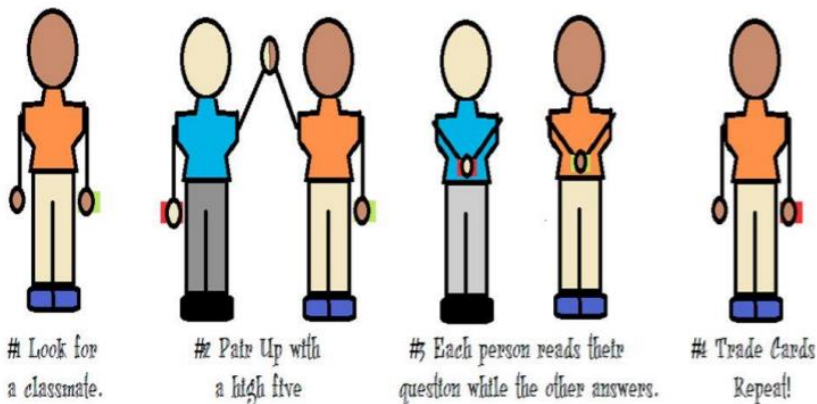




# How to Recall using ...

## Quiz Quiz Trade or Fan n Pick

### Quiz, Quiz, Trade



Quiz Quiz Trade  
YouTube Tutorial  
Video Link

### How do I use this method?

#### Quiz Quiz Trade

1. Create a series of flash cards (question and answers)
2. Stand up, hand up, pair up.
3. Exchange greetings.
4. Partner A quizzes
5. Partner B answers
6. Partner A coaches or praises
7. Switch roles
8. Partners trade cards
9. Repeat

### What is the idea?

Students in a group revise together by pairing up and quizzing each other with flash cards, then trading these cards before moving to a new partner.

Or

In groups of 4 quizzing each other from a selection of flashcards rotating roles.



# English Knowledge Organiser: An Inspector Calls

1	TIER THREE VOCABULARY
<b>Monologue</b>	A long speech where a person or character will reveal their opinions about something. Monologues are different from soliloquys in that they might be delivered in front of other characters.
<b>Dramatic Irony</b>	When the audience knows something that the characters in the play do not
<b>Characterisation</b>	Methods the writer uses to show the reader information about a character (i.e. description or dialogue)
<b>Juxtaposition</b>	When two things that are opposites are put together
<b>Mood</b>	The feeling or atmosphere that is suggested in a text
<b>Interrogative</b>	Gesture or tone of voice used by a character which shows they want or trying to gather information. Can come across as threatening or controlling.
<b>Simile</b>	A comparison between two things using the words 'like' or 'as'
<b>Tone</b>	The way something is written or said to communicate an emotion or feeling
<b>Pronoun</b>	Words used to refer to someone in place of their proper name (i.e. he, she, they)
<b>Imperative</b>	Language that is a command or an order.

## 2 Capitalism vs Communism

The diagram illustrates the differences between capitalism and socialism through four scenarios:

- capitalism (described by capitalists):** A blue figure (capitalist) holds a bag of money, while a red figure (socialist) stands next to a large pile of money bags.
- capitalism (described by socialists):** A blue figure (capitalist) points a finger at a red figure (socialist) who is holding a single bag of money.
- socialism (described by socialists):** Three blue figures (capitalists) each hold a single bag of money.
- socialism (described by capitalists):** A blue figure (capitalist) holds a single bag of money, while a red figure (socialist) points a finger at him.

## 3 Industrialisation

The Industrial Revolution began in the 18th century and continued into the early 20th century. During this period, the perspective on workers changed. People were seen as cogs inside the giant machine of industry. With a steady increase in population, workers became more numerous. This in turn meant that employers could always find eager replacements for their employees. If a person did anything to upset their employer, that individual would quickly find themselves out of work.

## 4 Reading Skill

Begin to explore what makes a good Literature Essay with a Thesis Led approach.

1. A really clear and perceptive argument, driven through a thesis.
2. Analysis of the text – the characters, the structure and the language used in order to support our argument.
3. Demonstrating an understanding of what the writer aimed to achieve with their story.

## 5 Social Hierarchy

The Social Class Pyramid illustrates the hierarchy of social classes. At the base is the working class (represented by a blue figure), in the middle is the middle class (represented by a green figure), and at the top is the upper class (represented by a red figure). The pyramid is divided into three sections: a dark grey base, a yellow middle section, and a red top section. A red banner at the bottom reads 'Social Class Pyramid'.

## English Knowledge Organiser: An Inspector Calls

Key Characters	Purpose & Summary
The Inspector	The Inspector serves as a voice to Priestley – he is representative of social responsibility and holds the Birlings to account over their various failings.
Mr Birling	Birling is used to mock and criticise capitalist society, particularly those who lack social responsibility. Priestley undermines capitalism through dramatic irony by having Birling describe the titanic as 'unsinkable'.
Sheila	Sheila is vein and arrogant, but also insecure and still somewhat moldable. Sheila demonstrates the possibility of change and redemption, especially amongst the young.
Eva Smith Daisy Renton	Eva Smith is symbolic of the vulnerable members of society – particularly females. This is why Priestley called her Eva, derived from the name 'Eve' – a biblical reference. Furthermore, the name is Smith a common name to show she is more symbolic than literal.

Key Symbols	What They Represent
The Photograph	Judgement and Guilt.
Setting	Wealth and Comfort
The Engagement Ring	Love and commitment – this is later tarnished.
Lighting	Intensity and judgement – like an interrogation.

# English Knowledge Organiser: An Inspector Calls

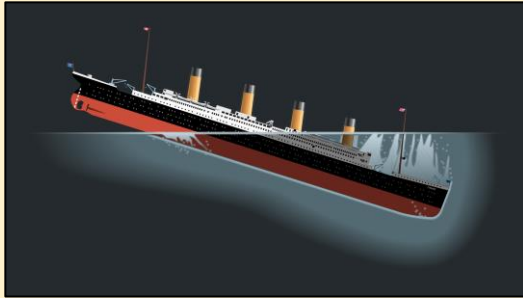
1	TIER THREE VOCABULARY
<b>Allegory</b>	A story that is representative or symbolic of something much bigger and has a political, moral or social message.
<b>Climax</b>	The peak of the tension or excitement in a story, usually occurs near the end.
<b>Satire</b>	A story or text that is designed to mock or criticize an aspect of a society in a humorous way.
<b>Social Commentary</b>	A story or text that is a comment on the social or political issues in a country, usually with the purpose of inspiring change.
<b>Hyperbole</b>	Overdramatic language.
<b>Euphemism</b>	When something is said in a more polite or less offensive way in order to not offend or upset
<b>Imagery</b>	Descriptive or figurative language that helps the reader visualize the story (i.e. metaphors and similes are forms of imagery)
<b>Adverb</b>	Words that are used to describe verbs (verbs are action words)
<b>Reference</b>	The act of mentioning or talking about someone or something directly or indirectly.
<b>Symbolism</b>	When something, usually a physical item, is used to represent an idea or concept that is important to the story

2
Exploitation



The action or fact of treating someone unfairly in order to benefit from their work.

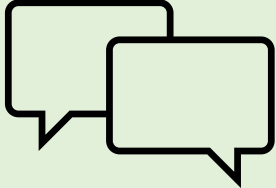
3
Dramatic Irony



Priestly uses dramatic irony to undermine capitalist ideas. The play is set in 1912 but written in 1945. Therefore, Priestly has his heavily capitalist characters say things such as the Titanic is 'unsinkable' as the audience knows this not to be true. This makes us think they lack intelligence.

4
Speech Writing

Learn to write your own speech writing by exploring techniques such as anecdotes, research and anaphora. Then perform the speech to your fellow students as part of your English Language GCSE.



5
Improving your speeches



Watch speeches from the likes of Martin Luther King and Winston Churchill to help you prepare for your assessment.



## Maths Personal Learning Checklists

Key Ideas: Enlargement and similarity	Sparx Code	S	O	R	T
Enlarge a shape by a positive scale factor	M178				
Enlarge a shape with a fractional scale factor	M178 U519				
Enlarge a shape with a negative scale factor (H)	U134				
Solve problems with similar triangles	M324 U578				
Explore ratios in right angled triangles (H)	M178				

Key Ideas: Solving ratio and proportion problems	Sparx Code	S	O	R	T
Solve problems with direct proportion	M478 M681				
Use conversion graphs	M843 M771				
Solve problems with inverse proportion	U357				
Solve ratio problems	M525 M801				
Solve 'best buy' problems	M681				

Key Ideas: Rates	Sparx Code	S	O	R	T
Solve speed distance time problems	U151				
Use distance time graphs	M581 M551				
Solve mass, density, volume problems	U910				
Solve flow problems and use flow graphs	U896				
Interpret rates of change and their units	U151 U910 M772				

Key Ideas: Probability	Sparx Code	S	O	R	T
Find a single event probability	M941 M938				
Find relative frequency	M332				
Calculate expected outcomes	M206				
Find independent events	-				
Use diagrams to work out probability	M299 M829 M419				

Key Ideas: Algebraic Representation	Sparx Code	S	O	R	T
Find a single event probability	M941 M938				
Find relative frequency	M332				
Calculate expected outcomes	M206				
Find independent events	-				
Use diagrams to work out probability	M299 M829 M419				

## VOCABULARY

**Enlarge:** a transformation where a shape is made bigger or smaller

**Similar:** a shape has corresponding sides that are in proportion but angles that are equal

**Scale factor:** the ratio of corresponding measurements between two shapes

**Corresponding:** equivalent or comparable sides

**Adjacent:** two sides that join at a common vertex

**Hypotenuse:** the longest side in a right angled triangle

**Proportion:** a comparison between two numbers

**Ratio:** a ratio shows the relative size of two variables

**Direct proportion:** as one variable is multiplied by a scale factor the other variable is multiplied by the same scale factor.

**Inverse proportion:** as one variable is multiplied by a scale factor the other is divided by the same scale factor

## VOCABULARY

**Mass:** a measure of how much matter is in an object. Commonly measured by weight.

**Origin:** the coordinate (0, 0)

**Volume:** the amount of 3D space a shape takes up

**Substitute:** putting numbers where letters are – replacing numbers into a formula

**Probability:** the chance that something will happen

**Relative Frequency:** how often something happens divided by the outcomes

**Independent:** an event that is not affected by any other events.

**Event:** the outcome of a probability – a set of possible outcomes.

**Biased:** a built-in error that makes all values wrong by a certain amount.

## VOCABULARY

**Quadratic:** a curved graph with the highest power being 2.

**Inequality:** makes a non-equal comparison between two numbers

**Reciprocal:** a reciprocal is 1 divided by the number

**Cubic:** a curved graph with the highest power being 3.

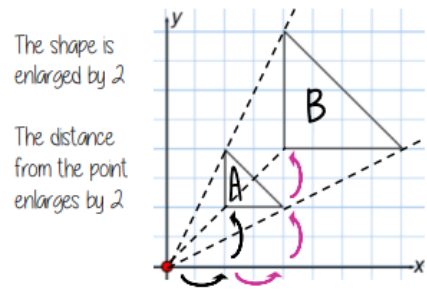
**Origin:** the coordinate (0, 0)

**Parabola:** a 'u' shaped curve that has mirror symmetry

# Maths Knowledge Organiser – Enlargement & Similarity

## Positive scale factors R

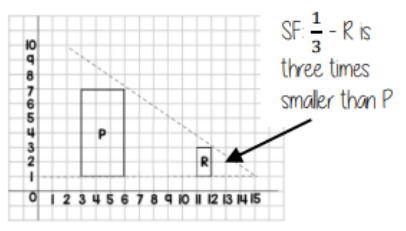
Enlargement from a point  
Enlarge shape A by SF 2 from (0,0)



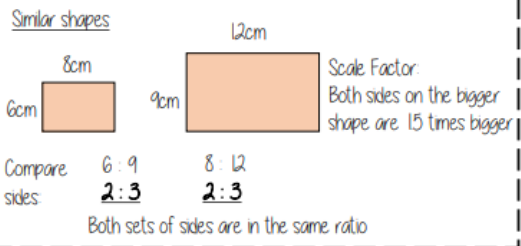
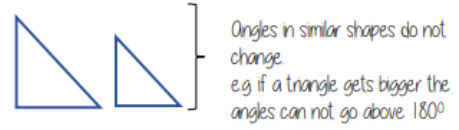
## Fractional scale factors R

Fractions less than 1 make a shape SMALLER

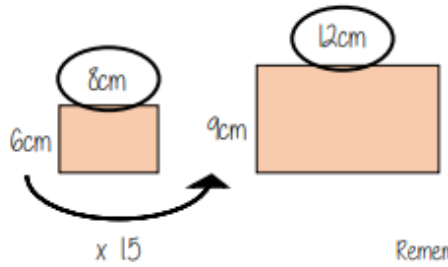
R is an enlargement of P by a scale factor  $\frac{1}{3}$  from centre of enlargement (15,1)



## Identify similar shapes



## Information in similar shapes

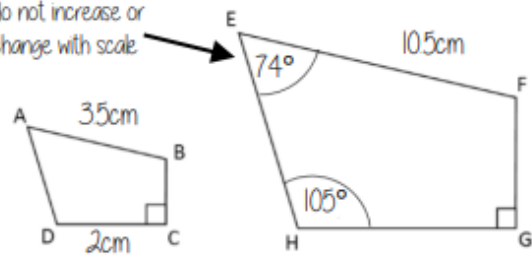


Shape ABCD and EFGH are similar

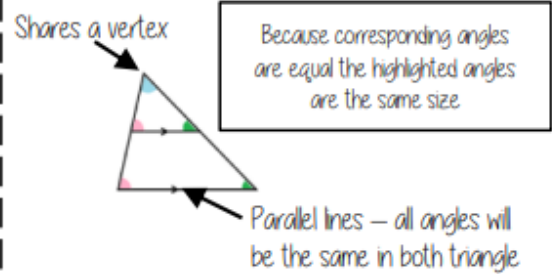
Notation helps us find the corresponding sides

AB and EF are corresponding

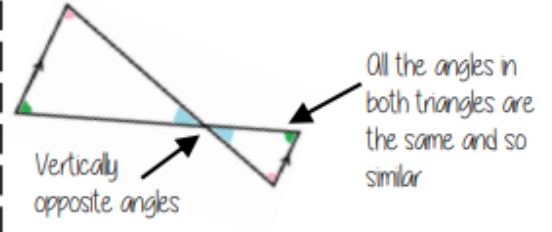
Remember angles do not increase or change with scale



## Similar triangles



As all angles are the same this is similar – it only one pair of sides are needed to show equality



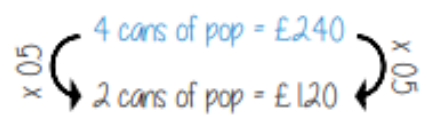
Direct Proportion

As one variable changes the other changes at the same rate.

R

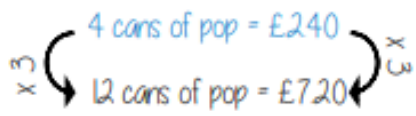


4 cans of pop = £2.40



This multiplier is the same  
In the same way that this  
would be for ratio

This is a multiplicative change

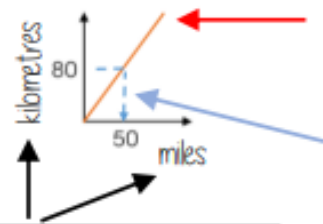


Sometimes this is easiest  
if you work out how much  
one unit is worth first  
e.g. 1 can of pop = £0.60

Conversion Graphs

Compare two variables

R



Labelling of both axes  
is vital

This is always a straight line because as one variable increases so does the other at the same rate

To make conversions between units you need to find the point to compare – then find the associated point by using your graph.  
Using a ruler helps for accuracy  
Showing your conversion lines help as a "check" for solutions



## Inverse Proportion

As one variable is multiplied by a scale factor the other is divided by the same scale factor

### Examples of inversely proportional relationships

Time taken to fill a pool and the number of taps running

Time taken to paint a room and the number of workers

T is inversely proportional to G. When T=2 then G=20

T	1	2	8
G	40	20	5

$\div 2$  (from 1 to 2)  
 $\times 4$  (from 2 to 8)  
 $\times 2$  (from 40 to 20)  
 $\div 4$  (from 20 to 5)

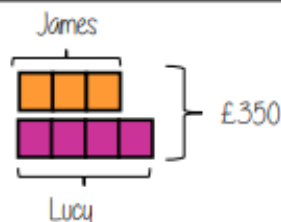
## Sharing a whole into a given ratio

R

James and Lucy share £350 in the ratio 3:4.  
Work out how much each person earns

### Model the Question

James: Lucy  
3 : 4



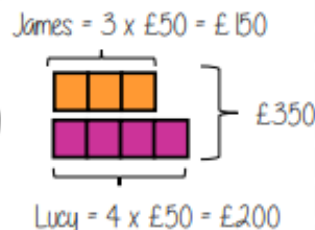
### Find the value of one part

Whole: £350  
7 parts to share between  
(3 James, 4 Lucy)

$£350 \div 7 = £50$   
 □ - one part  
 - £50

### Put back into the question

James: Lucy  
 $\left( \begin{matrix} \times 50 & 3 : 4 & \times 50 \end{matrix} \right)$   
 $\rightarrow £150 : £200$



## Finding a value given In (or n:1)

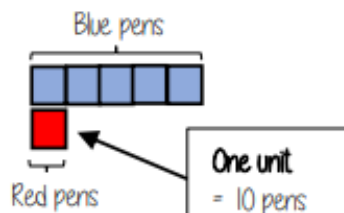
R

Inside a box are blue and red pens in the ratio 5:1  
If there are 10 red pens how many blue pens are there?

### Model the Question

Blue : Red  
5 : 1

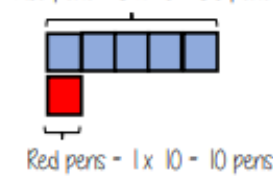
□ - one part  
- 10 pens



### Put back into the question

Blue : Red  
 $\left( \begin{matrix} \times 10 & 5 : 1 & \times 10 \end{matrix} \right)$   
 $\rightarrow 50 : 10$

Blue pens =  $5 \times 10 = 50$  pens



There are 50 Blue Pens

## Best Buys

Have a directly proportional relationship

To calculate best buys you need to be able to compare the cost of one unit or units of equal amounts



### Shop A

4 cans for £1.20

$£1.20 \div 4$

Cost per item

1 can is £0.30  
Or 30p

### Shop B

3 cans for 93p

$£0.93 \div 3$

1 can is £0.31  
Or 31p

Shop A is the best value as it is 1p cheaper per can of pop



### Shop A

4 cans for £1.20

$4 \div £1.20$

Cost per pound

£1 buys 3.333 cans of pop

3 cans for 93p

$3 \div £0.93$

£1 buys 3.23 cans of pop

Shop A is still shown as being the best value but pay attention to the unit you are calculating, per item or per pound

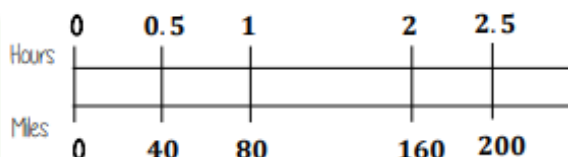
Best value is the most product for the lowest price per unit

## Speed, Distance, Time

'per' for every  
e.g. 80 miles per hour (mph)  
Travel 80 miles every hour

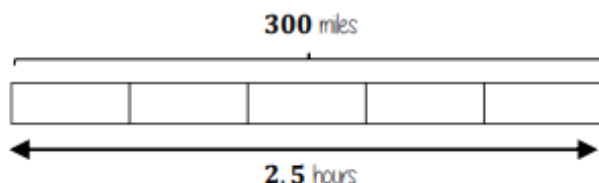
$$\text{speed} = \frac{\text{distance}}{\text{time}}$$

You can use a double number line to help you calculate distance



e.g. A boat travels at a constant speed for 2.5 hours  
It travels 300 miles.

Bar models can help to calculate mph



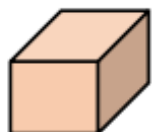
Each part is half an hour  
Each part is 60 miles

## Density, Mass, Volume

$$\text{density} = \frac{\text{mass}}{\text{volume}}$$

$$\text{volume} = \frac{\text{mass}}{\text{density}}$$

$$\text{mass} = \text{volume} \times \text{density}$$

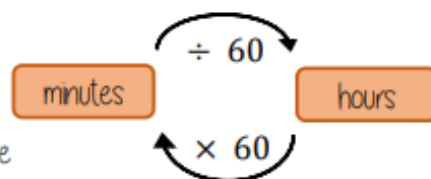


volume of prism = Area of cross section  $\times$  Depth



## Speed, Distance, Time

Before calculations – make sure you are working in the same units as the speed



Learn or learn how to rearrange the formula for speed, distance and time

$$\text{time} = \frac{\text{distance}}{\text{speed}}$$

$$\text{distance} = \text{speed} \times \text{time}$$

Substitute in the variables given

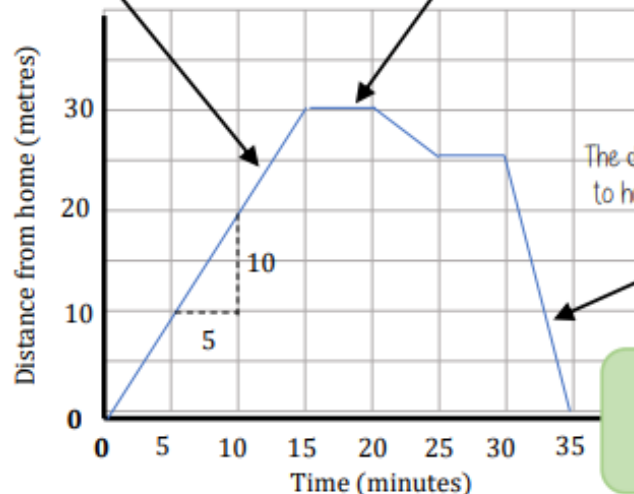
## Distance – Time graphs

The steeper a gradient the faster the speed

$$\frac{10}{5} = 2 \text{ metres per min}$$

Gradient = speed

Horizontal lines represent staying still



The distance coming closer to home shows the return journey

Units are important  
Meters per minute

# Learning Cycle 3 Knowledge Organiser – Rates

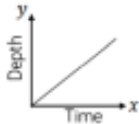
## Flow problems & graphs



This will fill at a constant rate, then as the space decreases it will speed up and the neck of the bottle fill at a faster constant speed



The cylinder will fill at a constant speed



Units are important  
Ensure any volume  
calculations are the same unit  
as the rate of flow

## Rates of change & units

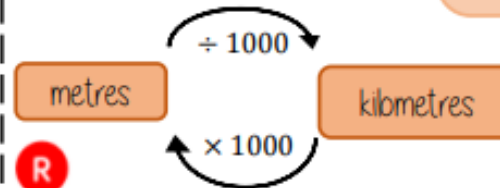
Common rates of change relationships

Revisit your conversions between units  
of length and capacity

Speed: miles per hour

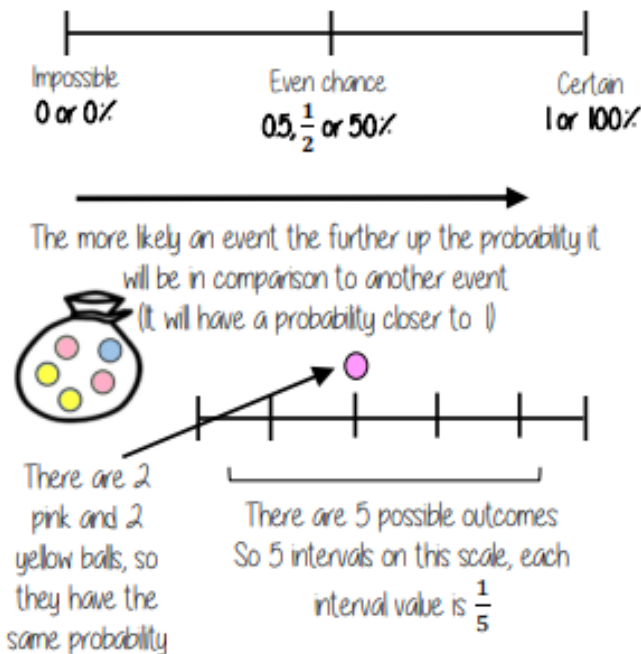
Exchange rates: euros per pounds

Density: mass per volume



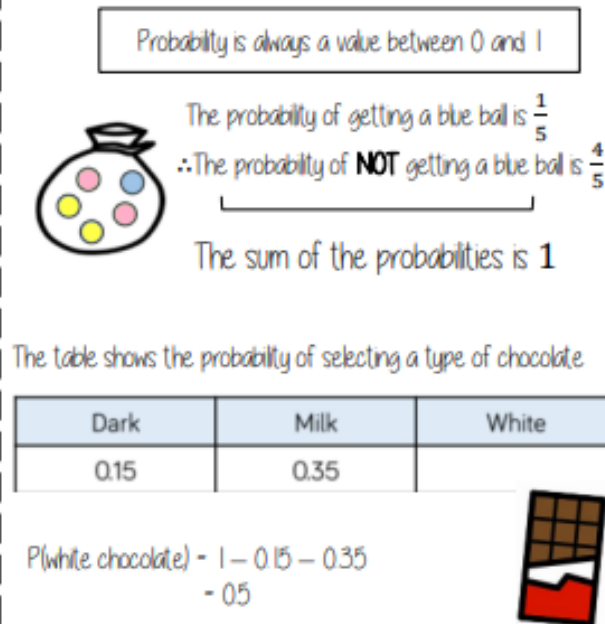
## The probability scale

R



## Single event probability

R



## Relative Frequency

Frequency of event  
Total number of outcomes

Remember to calculate or identify the overall number of outcomes!

Colour	Frequency	Relative Frequency
Green	6	0.3
Yellow	12	0.6
Blue	2	0.1
	20	

Relative frequency can be used to find expected outcomes

e.g. Use the relative probability to find the expected outcome for green if there are 100 selections

Relative frequency x Number of times  
 $0.3 \times 100 = 30$

## Expected outcomes

Expected outcomes are estimations. It is a long term average rather than a prediction.

Dark	Milk	White
0.15	0.35	0.5

The sum of the probabilities is 1

An experiment is carried out 400 times.  
Show that dark chocolate is expected to be selected 60 times

$$0.15 \times 400 = 60$$



## Independent events



The rolling of one dice has no impact on the rolling of the other. The individual probabilities should be calculated separately.

Probability of event 1  $\times$  Probability of event 2



$$P(5) = \frac{1}{6}$$

$$P(R) = \frac{1}{4}$$

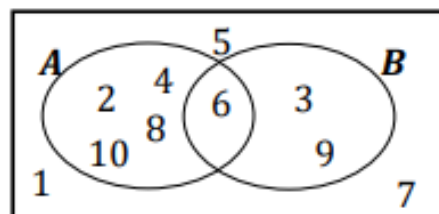
Find the probability of getting a 5 and a red

$$P(5 \text{ and } R) = \frac{1}{6} \times \frac{1}{4} = \frac{1}{24}$$

## Using diagrams

Recap Venn diagrams, Sample space diagrams and Two-way tables

R



	Car	Bus	Walk	Total
Boys	15	24	14	53
Girls	6	20	21	47
Total	21	44	35	100

The possible outcomes from tossing a coin

The possible outcomes from rolling a dice

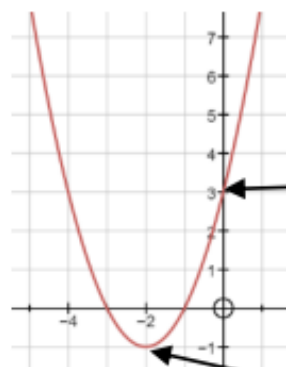
	1	2	3	4	5	6
H	1,H	2,H	3,H	4,H	5,H	6,H
T	1,T	2,T	3,T	4,T	5,T	6,T

## Quadratic Graphs

$$y = x^2 + 4x + 3$$

If  $x^2$  is the highest power in your equation then you have a quadratic graph

It will have a parabola shape



Substitute the  $x$  values into the equation of your line to find the  $y$  coordinates

$x$	-4	-3	-2	-1	0	1
$y$	3	0	-1	0	3	8

Coordinate pairs for plotting  $(-3, 0)$

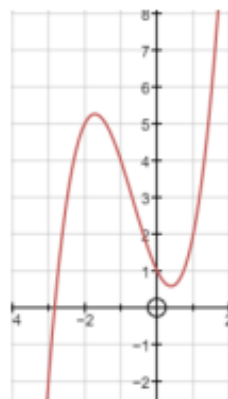
Plot all of the coordinate pairs and join the points with a curve (freehand)

Quadratic graphs are always symmetrical with the turning point in the middle

## Interpret other graphs

### Cubic Graphs

$$y = x^3 + 2x^2 - 2x + 1$$

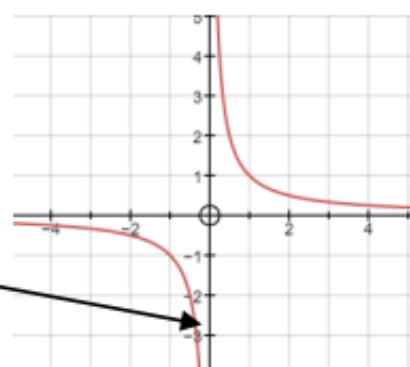


If  $x^3$  is the highest power in your equation then you have a cubic graph

Reciprocal graphs never touch the  $y$  axis  
This is because  $x$  cannot be 0  
This is an asymptote

### Reciprocal Graphs

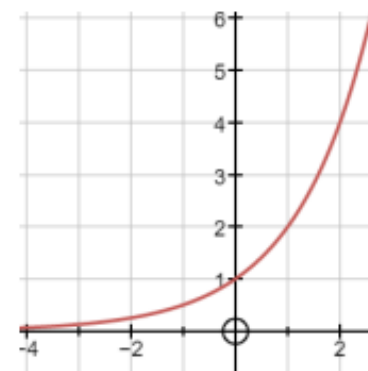
$$y = \frac{1}{x}$$



### Exponential Graphs

$$y = 2^x$$

Exponential graphs have a power of  $x$

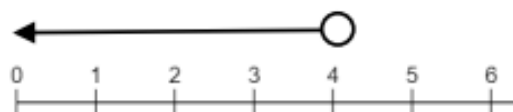


## Represent Inequalities

Multiple methods of representing inequalities

$$x < 4$$

All values are less than 4



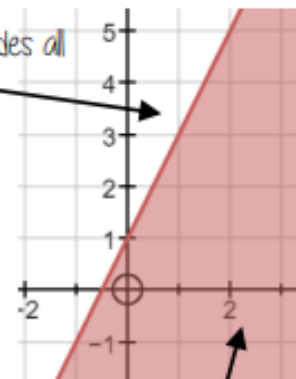
The shaded area indicates all possible values of  $x$



The dotted line shows that the inequality does not include these points

The solid line shows that the inequality includes all the points on this line

$$y \geq 2x + 1$$



The shaded area indicates all possible solutions to this inequality

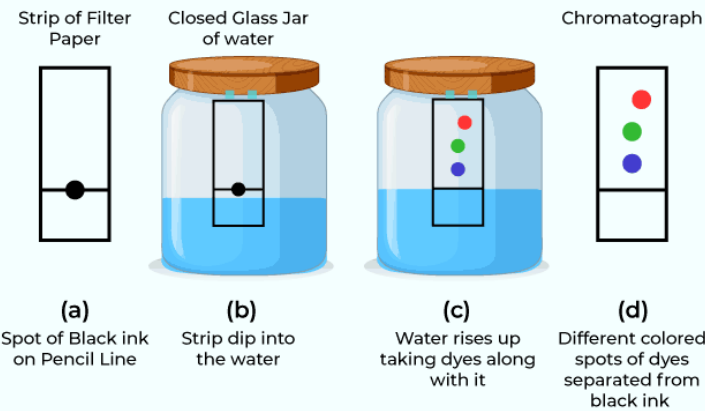
## Science Personal Learning Checklists

Biology	S	O	R	T
Communities & Ecosystems				
Food Webs & Adaptations				
Trophic Levels & Biomass				
Interdependence				
Measuring Abundance				
Carbon and Water Cycle				
Decomposition				
Impact of Environmental Change				
Biodiversity				
Food Security and Farming				
Role of Biotechnology				

Chemistry	S	O	R	T
Pure Substances & Formulations				
Chromatography				
Gas Tests				
Flame Tests & Metal Hydroxides				
Non-metal Ion testing				
Instrumental Methods + Identifying a mystery ion				
Evolution of the Atmosphere				
Atmospheric Pollutants + Climate case study				
Greenhouse Effect & Climate change				
Finite & Renewable Resources				
Potable Water				
Waste Water Treatment & Metal Extraction				
Preventing Corrosion & Alloys				



# Chromatography



**Test for Carbon dioxide,  $\text{CO}_2$**

Carbon dioxide gas

Limewater (clear/colourless)

Limewater (cloudy/milky)

**Test for Chlorine,  $\text{Cl}_2$**

Chlorine bleaches damp blue litmus paper

Blue

Red

White

**Test for Hydrogen,  $\text{H}_2$**

Hydrogen makes a squeaky pop with a lighted splint

POP!

**Test for Water,  $\text{H}_2\text{O}$**

Water turns cobalt chloride paper from blue to pink

Cobalt chloride paper

**Test for Oxygen,  $\text{O}_2$**

Oxygen relights a glowing splint

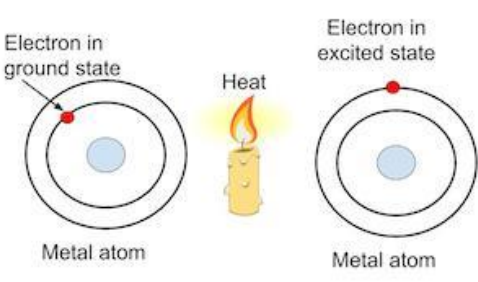
glowing splint

**$\text{Cl}_2$  Gas Tests**

$\text{Cl}_2$   $\text{CO}_2$   $\text{O}_2$

$\text{H}_2$   $\text{H}_2\text{O}$

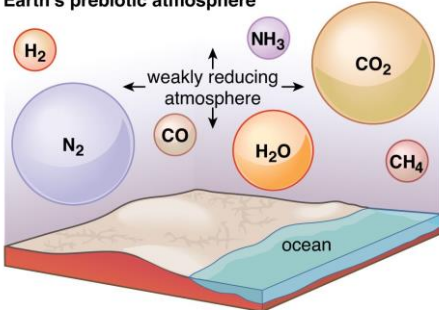
These gas tests appear regularly on the final exam. Try to learn them.



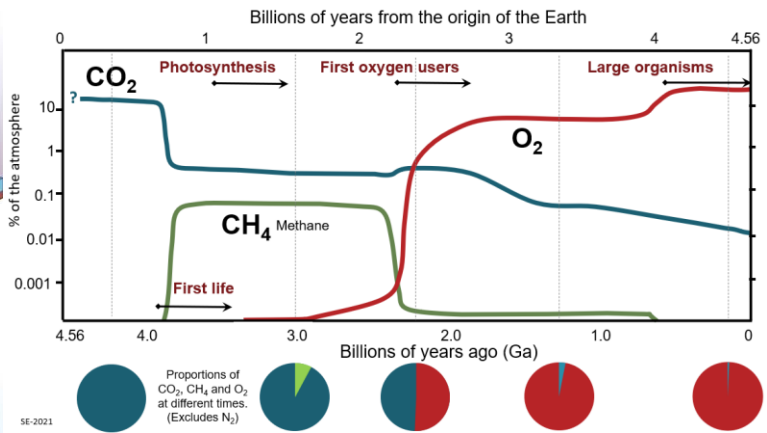
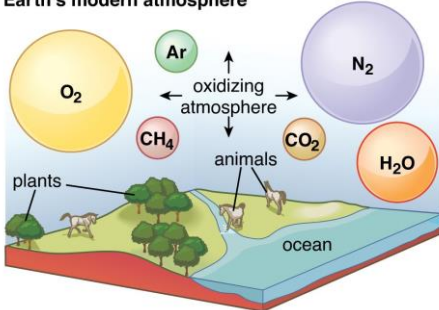
# Flame Test

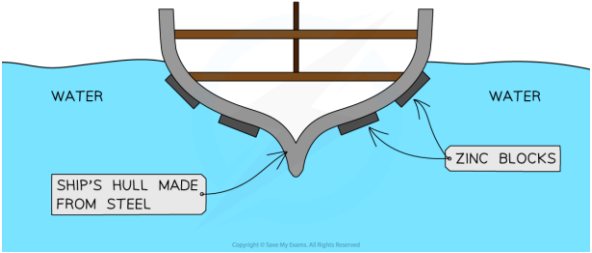
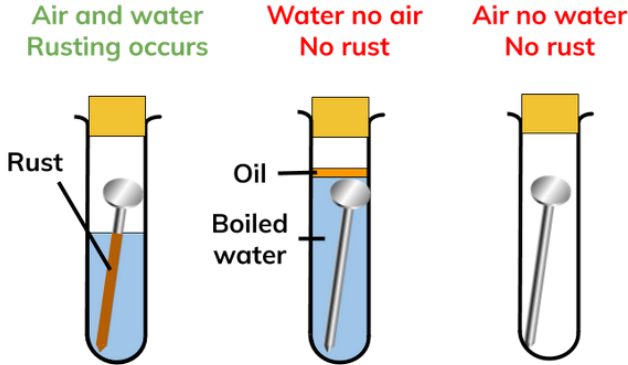
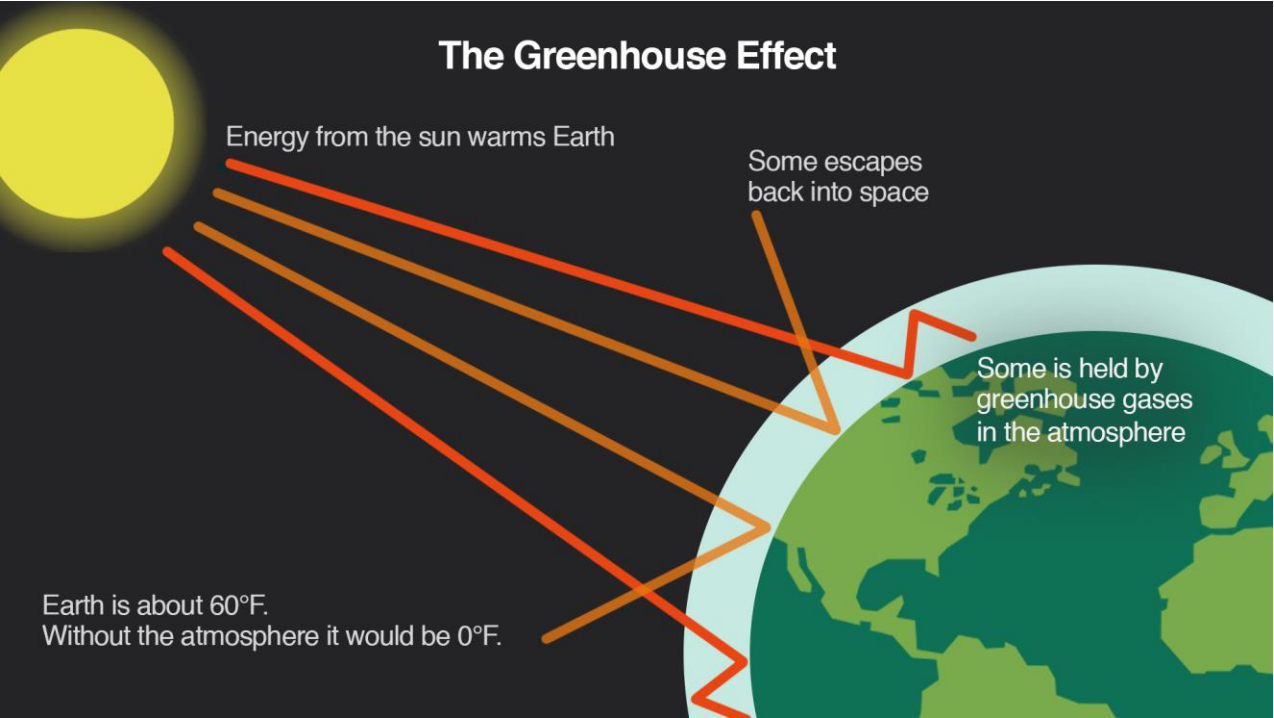
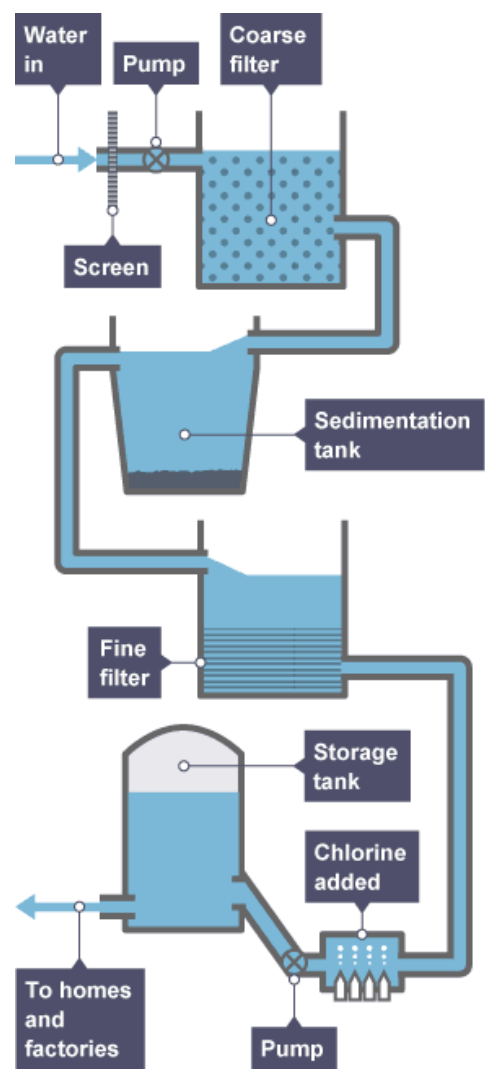
$\text{Li}^+$ Lithium	$\text{Na}^+$ Sodium	$\text{K}^+$ Potassium	$\text{Rb}^+$ Rubidium	$\text{Cs}^+$ Cesium
$\text{Ca}^{2+}$ Calcium	$\text{Sr}^{2+}$ Strontium	$\text{Ba}^{2+}$ Barium	$\text{Cu}^{2+}$ Copper	$\text{Fe}^{2+}$ Iron

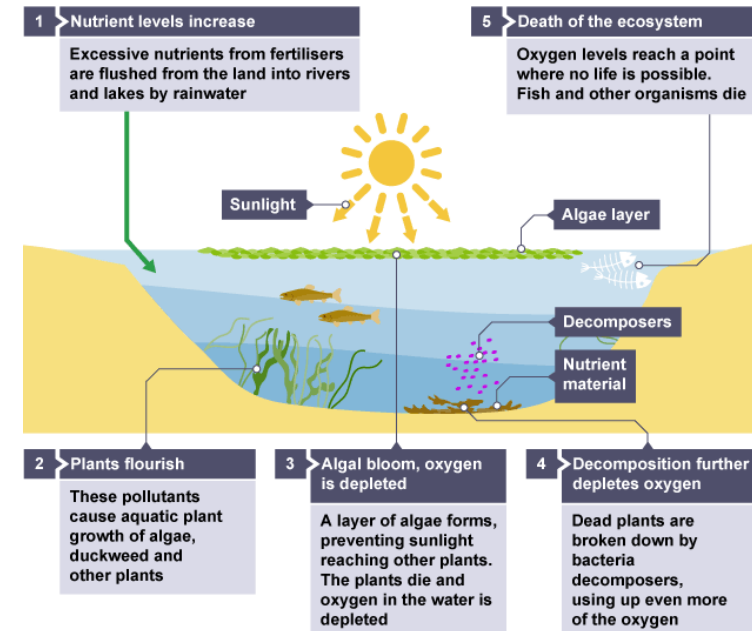
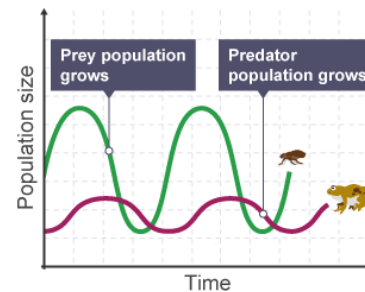
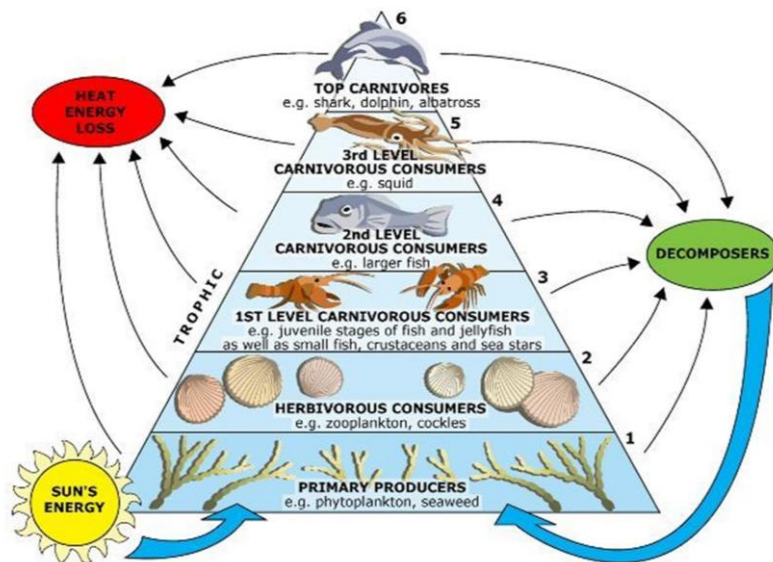
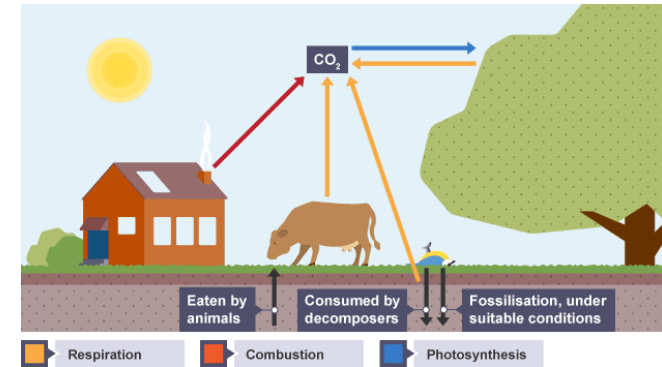
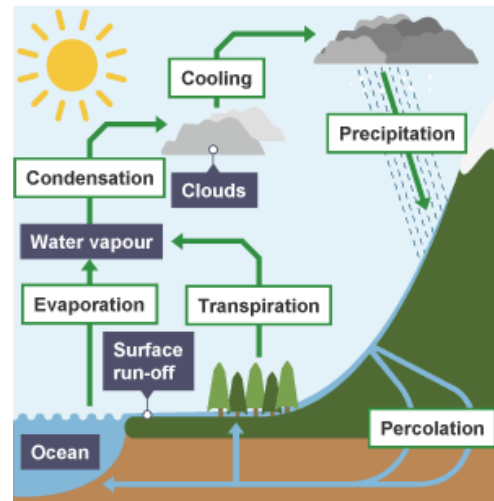
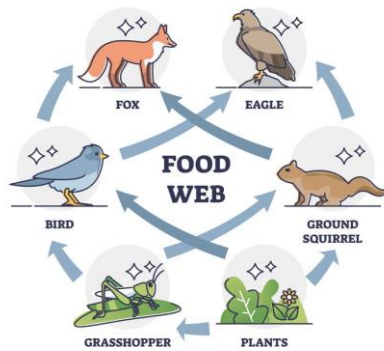
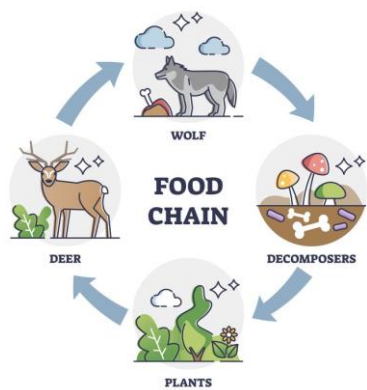
## Earth's prebiotic atmosphere



## Earth's modern atmosphere







## Computing Personal Learning Checklists

Computing: Business Studies	S	O	R	T
Understand needs and wants of consumers and the difference between goods and services				
Understand how a business can add value to a product or service				
Understand the different forms of research				
Describe the purpose of research				
Understand market segmentation and target audience				
Describe the purpose of a Market Map.				
Be able to describe the product life cycle				
Create a Boston Matrix for a brand				
Be able to calculate the costs of a business				
Understand the break-even formula				
Understand the different methods of advertising and their benefits				
Understand how the 4 P's are used in advertising				
How the Design mix is used in production				



# Computing Knowledge Organiser – Business Studies

1	TIER THREE VOCABULARY
Advertising	The paid promotion of products or services through various media channels to reach and persuade a target audience.
Boston Matrix	A tool that categorises products based on market share and market growth
Branding	The process of creating a unique name, design, or symbol that represents a company and its products or services.
Break Even	Is the point at which revenue and total costs are the same
Design Mix	Design factors - function, cost and aesthetics - are mixed together in different ways in order to appeal to different.
Digital Advertising	A form of marketing that leverages the internet and digital technologies to connect with customers.
Goods	Tangible items that can be used and stored. Businesses make goods and sell them to customers, who then own them.
Market positioning	The perception of a product or brand in relation to competing products in the minds of target customers.
Market research	The systematic gathering, analysis, and interpretation of information about a market, including customer preferences.
Market segmentation	Dividing a market into distinct groups based on shared characteristics, such as demographics or buying behaviours.
Market share	The percentage of a market's total sales that a company or product controls.
Marketing	The process of promoting and selling products or services, including market research, advertising, and distribution.
Marketing mix	A combination of elements (product, price, place, promotion) that a company uses to market and sell its offerings.
Needs	Products that are required in order to survive, eg food, water, clothes

## 2 Purpose of Business

### Services

Jobs people do to help other people.

police officer nurse babysitter

### Needs

Needs

### Goods

Things we buy or use.

furniture groceries clothes

### WANTS

## 4 Market Segmentation

### GEOGRAPHIC

Based on predefined geographic boundaries and regional needs like type of cities, climate, elevation or region

### DEMOGRAPHIC

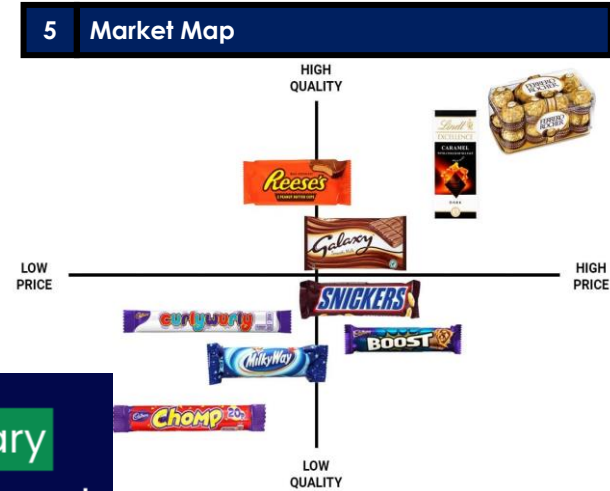
Based on variable such as age, gender, marital status, education level, family size, occupation, income or religion

### PSYCHOGRAPHIC

Based on values, personalities, interests, lifestyle, opinions, temperament or motivators

### BEHAVIOURAL

Based on decision-making and buying process with aspects like brand perception, knowledge of the product, the usage and more



## Market Research

### Primary Market Research

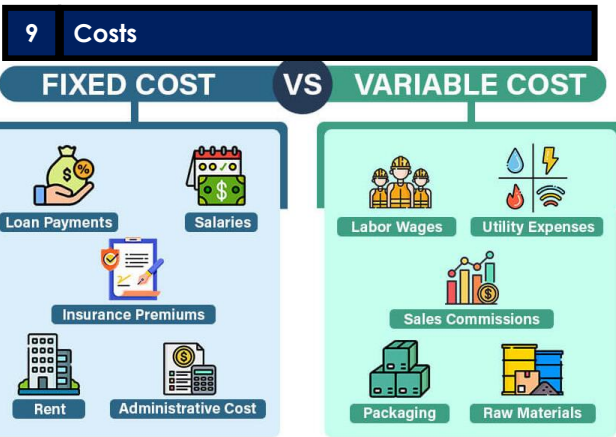
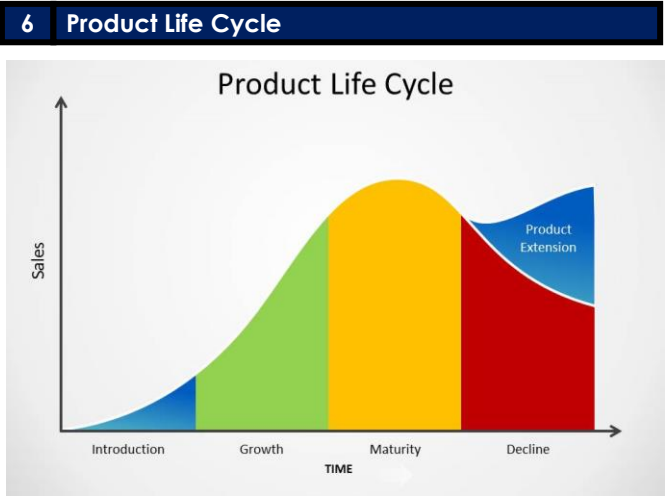
- Conducted by you (or the research firm you hire)
- Sources: Online surveys, focus groups, etc.
- Specific to your needs
- You control the quality

### Secondary Market Research

- Conducted by someone else
- Sources: Internet, Census data, etc.
- Cost-effective and quick to complete

Computing Knowledge Organiser – Business Studies

1	TIER THREE VOCABULARY
Pricing strategies	Approaches used to set the prices of products or services, such as cost-based pricing or competitive pricing.
Primary research	Is new research that a business undertakes itself. It involves collecting new data and information that has not been collected before.
Product development	The process of creating or improving a product through research, design, testing, and commercialization.
Product Life Cycle	the amount of time a product goes from being introduced into the market until it's taken off the shelves.
Profit	the difference between the amount earned and the amount spent
Sales promotion	Short-term incentives or activities aimed at encouraging the purchase or sale of a product or service.
Secondary Research	Involves gathering existing data that has already been produced.
Services	Intangible actions that cannot be stored. Businesses provide services to customers, eg hair dressing, train journeys.
SWOT analysis	An assessment technique that examines a company's strengths, weaknesses, opportunities, and threats.
Tangible	Something that is clear enough or definite enough to be easily seen, felt, or noticed.
Target market	A specific group of consumers or businesses that a company aims to reach with its products or services.
Wants	Products that people would like to have but can survive without.



## Geography Personal Learning Checklists

Distinctive Landscapes of the UK	S	O	R	T
Identify the major countries and capitals of the United Kingdom (England, Wales, Scotland, N. Ireland)				
State Physical and Human factors that make the UKs landscapes unique				
Define the terms: Upland, Lowland, Geology,				
Define the terms AONB and National Park				
Outline the aims of National Parks				
Give specific examples of what makes <b>one</b> distinctive landscape you have studied unique e.g. Lake District National Park				
Identify and describe Glacial Landforms (formed by erosion and deposition)				
To know the meaning of the terms; Honey pot sites, Carrying capacity,				
Describe how the economy & society has changed in rural areas e.g. the Lake District National Park.				
Describe strategies to manage landscapes (such as the Lake District National Park); to include management of visitors and to repair damage (footpath repair)				
Identify Glacial Landforms using OS Maps, Satellite Images/Photographs				

Distinctive Landscapes of the UK	S	O	R	T
Explain how geology is linked to the distribution of distinctive landscapes (e.g. how it affects the location of Upland/Lowland areas)				
Explain why visitor pressure is increasing in National Parks.				
Explain the formation of Glacial Landforms (erosion and deposition).				
Explain negative impacts created by human activity in <b>one</b> distinctive landscape e.g. cycle of footpath erosion and other environmental/social/economic issues.				
Suggest why stakeholders (different groups of people) hold different viewpoints about distinctive landscapes				
Weigh up (evaluate) the positive and negative impacts of visitor pressure and changing rural economies and societies.				
Weigh up (evaluate) and rank order the success of strategies to manage landscapes in order to justify a decision.				
Describe the distribution of Upland/Lowland areas of the UK and relationship between the geology.				
Create annotated Field Sketches.				
Carry out a bi-polar survey to assess a distinctive landscape				
Calculate a percentage increase				



Geography Knowledge Organiser: Distinctive Landscapes in the UK




1 TIER THREE VOCABULARY

Place (Sense of)	A geographical concept used to describe what makes somewhere special, unique or distinct (Human and Physical characteristics).
Scale	A geographical concept used to describe the size or area covered by a feature. Scale varies from small (or local) through to regional, national and global.
Geology	The rock type, structure and layout in a particular area/landscape (igneous, metamorphic, sedimentary)
Relief	The shape and height of the land.
Upland	A landscape that is hilly or mountainous. Upland landscapes contain large areas of open space with few field boundaries (e.g. hedges).
Lowland	An area of low relief (flatter land, closer to sea level), which tends to have more human use e.g. agriculture and urbanisation (settlements)
Mountain/Vall ey landscape	A landscape with steep slopes, and deep river valleys, often with lakes. Mountains are mostly made of more resistant igneous and metamorphic rocks.
Plateau/Valley landscape	A landscape which has high relief but is very wide and flat. At the edges of the plateaus are steep vertical cliffs called 'scarps', and wide valleys. Plateaus are often made of resistant sedimentary rocks e.g. sandstone or limestone.
Glacial Landform	A natural feature in the landscape formed due to the action of glaciers (in the past). These can be formed by glacial erosion or deposition.
Visitor Pressure	Challenges brought about by people visiting a place.
Honey pot sites	Places that attract many tourists and which are often congested at peak times.
AONB	Area of Outstanding Natural Beauty - an area of countryside in England, Wales or Northern Ireland which has been designated for conservation due to its significant landscape value.

2 Lake District National Park

A National Park is a large area of land protected by the law to benefit the whole nation.
National Parks are not theme parks, they are not fenced off and people live and work in them.
Each National Park is managed by a National Park Authority (NPA) to balance the needs of visitors, the landscape and local residents.
<u>Honey pot sites:</u> <b>Skafell Pike</b> (Highest peak in England) popular with walkers/hikers <b>Keswick and Windermere small market towns</b> - shops, cafes, crafts <b>Lake Windermere</b> – watersports e.g. sailing, kayaking, speed boats <b>Beatrix Potter's House Museum</b> <b>Wordsworth's House Museum</b>

4 Diversification strategies in Lake District

<b>Diversification</b> Moving away from traditional industries <b>Sheep Farming &amp; Slate Mining</b>
 Tourism, including farmers converting barns into accommodation, to promote the tertiary industry
 Restoration of derelict buildings into shared work spaces for those working in the quaternary industry.
 Cafes and retail Selling of local produce and crafts to promote culture
<b>Changing rural economies and societies</b> - Changes to the types of job/industries (economies) and people/ways of life (societies) in the countryside (rural = population of less than 10,000)

3 Causes of Lake District visitor number increase



**Why have visitor numbers increased since 1951?**

- Improved Accessibility (motorways and railways)
- More car ownership (Flexibility to travel)
- More leisure time (Time saving appliances at home)
- Increase in average salaries (more £ to spend on leisure)
- Shorter Working Week (47 hours to 37.5 hours)
- Competition between businesses – prices kept low
- Increased paid holidays (as well as Bank Holidays)

**Carrying Capacity** - The ability of a landscape (or ecosystem) to absorb the activity of people without any lasting damage. Some landscapes/ecosystems have larger carrying capacities than others.

5 Problems caused by visitor pressure in Lake District

Conflict with farmers	Congestion and parking on verges
Restrict access to footpaths during lambing, educate visitors, signs, leaflets and guidance	Park and ride buses. Smaller car parks to blend in with landscape. Penrith to Keswick Railway.
Speed boats	Trespassing
Speed limit of 10mph on the water	Areas fenced off and education of visitors (signposts and leaflets)
Litter and vandalism	Footpath erosion
Picnic areas with litter bins	Fix the fells charity & new routes
Second homes	Unsightly buildings
Local laws to increase council tax or stop purchase	Tighter planning controls using local materials
Heavy traffic	
Traffic restrictions and new approach roads	

## History & REP Personal Learning Checklists

History	S	O	R	T
What was life like for ordinary Chinese in 1920?				
How did establish communist control in 1949?				
How did Mao consolidate communist control?				
How successful was the Great Leap Forward?				
How far did Mao modernize the role of women in China?				
How far did Mao improve education in China?				
How far did Mao improve healthcare in China?				

REP Sin and the Afterlife	S	O	R	T
Explain what a sin is and give two examples of sinful acts				
State the name of the seven Cardinal (deadly) Sins				
Describe the difference between a Venial sin and a Mortal sin				
Describe what avarice is and explain why it is a Cardinal Sin				
Describe what gluttony is and explain why it is a Cardinal Sin				
Describe what sloth is and explain why it is a Cardinal Sin				
Describe what vanity is and explain why it is a Cardinal Sin				
Describe what envy is and explain why it is a Cardinal Sin				
Describe what wrath is and explain why it is a Cardinal Sin				
Describe what lust is and explain why it is a Cardinal Sin				
Explain what Christians understand about Heaven, Hell and Purgatory				
State the name of 3 Norse gods				
Describe what Valhalla is and explain how you get there				
Explain how Bondye, Lwa and Papa Legba are understood in Voodoo culture				



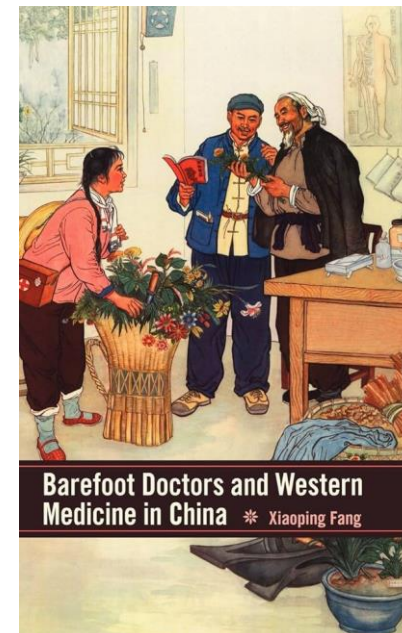
# History Knowledge Organiser

1. Warlords	Military leaders controlling regions of China, causing conflict and instability.
2. Nationalist Party	The ruling party before 1949, led by Chiang Kai-shek.
3. Communist Party of China (CPC)	The party founded in 1921, leading China from 1949 under Mao Zedong.
4. People's Republic of China	The official name of China after 1949 under Communist rule.
5. Mao Zedong	Leader of the Communist Party and founding father of the People's Republic of China.
6. Chiang Kai-shek	Leader of the Nationalist Party and Mao's main rival during the Civil War.
7. Civil War	The conflict between the Nationalists and Communists from the 1920s to 1949.
8. Hundred Flowers Campaign	Mao's 1956 campaign encouraging open criticism, leading to repression.
9. Great Leap Forward	Mao's 1958-1961 campaign to rapidly industrialize, causing a massive famine.
10. Cultural Revolution	Mao's 1966-1976 movement to enforce Communist ideology, resulting in chaos.
11. Red Guards	Young supporters of Mao who targeted the "Four Olds" during the Cultural Revolution.
12. Four Olds	Old customs, culture, habits, and ideas targeted during the Cultural Revolution.
13. Collectivization	Combining small farms into large, state-controlled enterprises during the Great Leap Forward.



# History Knowledge Organiser

<b>14. Backyard furnaces</b>	Small furnaces in backyards to produce steel during the Great Leap Forward.
<b>15. Four Pests Campaign</b>	Mao's campaign to eliminate rats, flies, mosquitoes, and sparrows.
<b>16. Famine</b>	Severe food shortage causing widespread starvation, notably during the Great Leap Forward.
<b>17. Gender equality</b>	Promoted by Mao, ensuring equal rights and opportunities for women.
<b>18. Foot binding</b>	18. <b>**Foot binding**</b> : Traditional practice of binding women's feet, banned under Communist rule.
<b>19. Nightsoil</b>	Human waste used as fertilizer in rural China.
<b>20. Barefoot doctors</b>	Rural healthcare providers trained with basic medical skills during Mao's era.
<b>21. Arranged marriages</b>	Marriages arranged by families, banned by the Communist government.
<b>22. Literacy campaigns</b>	Efforts to teach reading and writing to the population, improving literacy rates.
<b>23. Industrialization</b>	Development of industries on a large scale, a goal of the Great Leap Forward.
<b>24. Persecution</b>	Harsh treatment of people for their beliefs, especially during the Cultural Revolution.
<b>25. Pinyin</b>	Romanization system for Mandarin Chinese, including tonal marks.



## Book

Wild Swans – Jung Chang

Documentary (YouTube)

Peoples Century – Great Leap

## LINKS & FURTHER READING

# REP Knowledge Organiser: Sin and the Afterlife

## Lesson 1 - Introduction to Sin

### **Sin:**

A crime against God's laws.

### **Venal Sin:**

Lesser sins that do not separate us from God.

### **Mortal Sin:**

Serious sins that will separate you from God.

### **Cardinal Sins:**

The seven deadly sins of avarice, gluttony, sloth, vanity, envy, wrath and lust.

## Lesson 2 - Avarice and Gluttony

### **Avarice:**

Greed - the desire to gather and hoard wealth without sharing.

### **Generosity:**

The act of selfless giving.

### **Gluttony:**

Excessive consumption of food, drink or other substances.

### **Obesity:**

Medical term for being significantly overweight.

### **Famine:**

Situation where crops have failed and people are starving.

## Lesson 3 - Sloth, Vanity and Envy

### **Sloth:**

An attitude of laziness and entitlement.

### **Entitlement:**

Expecting others to do things for you.

### **Vanity:**

Obsession with one's own appearance, achievements and status.

### **Envy:**

Jealousy of someone else's appearance achievements or status

### **Harassment:**

Crime of persistently bothering someone despite warnings.

## Lesson 4 - Lust and Wrath

### **Lust:**

Strong sexual desire for someone or something.

### **Adultery:**

Having sex with someone outside of marriage.

### **Wrath:**

Feelings of anger and actions of violence, both physical and emotional.

## Lesson 5 -Heaven, Hell and Purgatory

### **Dante Alighieri:**

14 century Italian poet and author of the *Divine Comedy*.

### **Divine Comedy:**

The story of Dante's journey through the afterlife.

### **Heaven:**

A positive place where worthy souls go to be in the presence of God.

### **Purgatory:**

A place of challenge and reflection where souls go to prepare themselves for the beatific vision (meeting God).

### **Hell:**

A place of punishment for the wicked and sinful.

## Lesson 6 - Valhalla

### **Norse:**

Scandinavian people who spread into Britain and northern Europe between the 8th and 11th centuries. Literally means *North Men*.

### **Odin:**

King of the Norse gods.

### **Valhalla:**

Home of Odin and the Norse equivalent of heaven.

### **Einherjar:**

Chosen warriors of Odin who fight, drink and feast in Valhalla waiting for Ragnarok.

### **Ragnarok:**

The end of the world in Norse traditions.

## Lesson 7 - Voodoo

### **Haiti:**

A country in the Caribbean Sea.

### **Bondye:**

Supreme god of Voodoo tradition who uses spirits to communicate with people and interact with the world.

### **Lwa (pronounced Loh-ah):**

Spirits representing different categories e.g. the mother and the warrior.

### **Papa Legba:**

The guardian spirit who allows communication between Lwa and humans.

French La jeunesse (Young people)	S	O	R	T
Talking about children's lives and rights				
Saying what I'm allowed / not allowed to do				
Using expression with avoir				
Giving different points of view				
Using <i>si</i> + complex structures				
Talking about what makes me happy				
Saying what is important to me				
Using phrases to discuss fair trade and the environment				
Saying what I choose to buy				
Discussing environmental issues				
Using 3 tenses together				
Talking about fundraising				
Writing about a charity project				
<b>USE YOUR VOCAB BOOKLET TO SORT YOUR LEARNING</b>				

French Visiter la France (A visit to France)	S	O	R	T
Knowing a range of typical French dishes				
Giving information about mealtimes in France and comparing it to England				
Giving opinions about different dishes				
Using a range of quantities to buy food at the market				
Understanding and taking part in detailed conversation in a restaurant				
Using <i>en</i> when it means some / of it / of them				
Using expression with <i>avoir</i> to say how I am feeling				
Meeting and greeting people				
Describing a favourite day in Paris				
Describing a final day in a French town				
Using the past tense				
Finding out tourist information				
Understanding information about tourist attractions				
Writing 90 words about a visit to France using 3 tenses				
Researching tourist sites to visit a French speaking region / country				
Presenting information about a French speaking region or country				
<b>USE YOUR VOCAB BOOKLET TO SORT YOUR LEARNING</b>				

## Spanish Personal Learning Checklists

Spanish Los Jóvenes en Acción (Young People)	S	O	R	T
Talk about children's lives				
Talk about children's rights				
Use the verb poder (to be able to)				
Know phrases to discuss fair trade				
Give different points of view				
Discuss environmental issues				
Use a range of phrases to talk about recycling				
Use se debería to explain what people should do				
Revise the conditional tense				
Write about fund raising				
Use the preterite tense to talk about a charity project				
Read about world issues				
Talk about what how my town has changed				
Use the imperfect tense				
Understand about the celebration el cinco de mayo				
<b>Use your vocab booklet to sort your learning</b>				

Spanish Una Visita a España (A Visit to Spain)	S	O	R	T
Know a range of typical Spanish dishes				
Give information about mealtimes in Spain and compare it with England				
Know how to give opinions about different dishes				
Use a range of quantities to buy food at a market				
Understand and take part in detailed conversations in a restaurant				
Use adjectives with <i>ísimo</i>				
Meet and greet people				
Use expressions with <i>tener</i> to say how I am feeling				
Understand information about tourist attractions				
Say what you can visit in a Spanish town				
Describe a favourite day in Spain				
Describe the final day in a Spanish town				
Use three tenses to talk about tourist sites you have been to/like to go to/will go to in the future				
Shop for souvenirs				
Use comparatives and superlatives				
Say what you will visit using the simple future				
Revise phrases to describe the weather				
Research tourist sites to visit in a Spanish speaking region/Spanish speaking country				
Present information about a Spanish speaking region/country				
<b>Use your vocab booklet to sort your learning</b>				



Music and Drama Personal Learning Checklists

Rhythmic Roots: Reggae Performance Skills				
	S	O	R	T
Understand the evolving styles of Jamaican Music and the historical context				
Appreciate and understand ‘Rastafarianism’ and the part that this has played in Jamaican Music				
Understand the musical elements (MAD TSHIRTS) and their definitions and be able to identify them in the music that I listen to				
Sing and play as part of an ensemble group using appropriate sounds, timbres, voices and pitch.				
Learn how to construct and play the chords used in Bob Marley’s ‘3 Little Birds’				
Strum a chord pattern on the ukulele, developing your ability to transition between chords.				
Learn to play a simple drum pattern on the drum kit and extending this.				
Develop your understanding of the term ‘hook’ and learn to play this in ‘3 Little Birds’				
Keywords				
Mento Ska Rock Steady Reggae Roots Reggae Dub	Off-beat Up-beat Syncopation Timbali Organ	Horn section Acoustic Electric Studio Effects Reverb	Delay Echo Distortion Rastafarianism	

Drama	S	O	R	T
Will have studied a play by Mark Wheeler with a contemporary issue at the centre				
will have explored a real-life story about a young person who has been involved in an incident involving drinking				
Will understand the style of docu-theatre / verbatim theatre				
Will understand how to use direct address in performance				

- Melody
- Articulation
- Dynamics
- Texture
- Structure & Form
- Harmony
- Instrumentation
- Rhythm
- Time Signature

# Music Knowledge Organiser

## YEAR 9 – REGGAE MUSIC

### Glossary

**Skank** - chords fall on beats 2 and 4.

**The Up-beat** – Chords fall between the beats (on the &)

**Syncopation** - playing on the off-beat

**Melody** - the main 'tune' of the song.

**Chord** - a group of notes played together

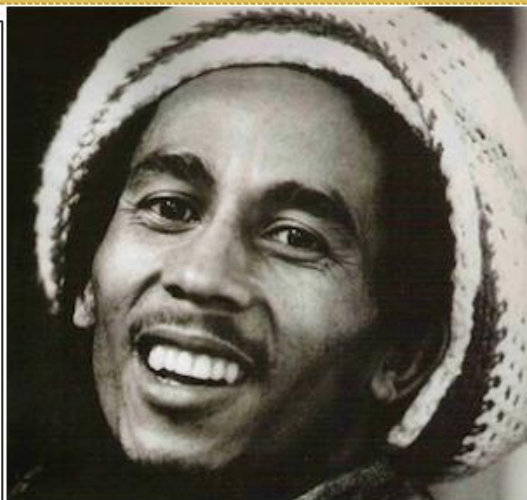
**Bass line** – The lowest part of the song

**Hook** – the catchy riff in the song

**Riff/Ostinato** – Repeated pattern of notes

**Popular song form** -

Intro/Verse/Chorus/Verse/Chorus/Bridge/Outro



### Jamaican Styles of Music through time

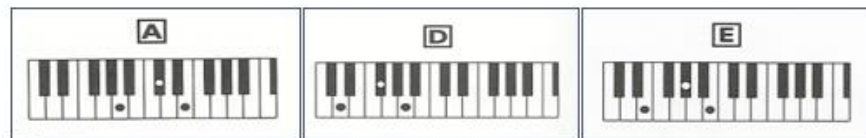
<b>Mento</b>	Mento is what started reggae! It started in the 19 <sup>th</sup> Century in Jamaica Acoustic guitar, banjo, hand drum,
<b>Ska</b>	Horn section, Accented rhythms on the up-beat, Lyrics about love & partying, lively
<b>Rock Steady</b>	Slower tempo than ska, hot weather created a decrease in tempo, Studios evolving
<b>Reggae</b>	More complex bass patterns, African drums, use of organ, guitar playing percussive off beat
<b>Roots Reggae</b>	Musically the same as Reggae but the lyrics are more political <u>E.g.</u> Slavery, Equality, Racism Links to Rastafarianism.
<b>Dub</b>	Studio effects – Reverb, Echo, Delay, Distortion Synthesizers, Drum & Bass, Computers

### Rastafarianism

- Rastafari believe in creating a paradise known as Zion, that they prophesize will arise in Africa, namely Ethiopia.
- For Rastas, smoking cannabis, usually known as *healing of the nation*, *ganja*, or *herb*, is a spiritual act, often accompanied by Bible study;
- A follower of Rastafari may be referred to simply as a *dreadlocks* or *Natty* (natural) *Dread*, whilst those non-believers who cut their hair are referred to as *baldheads*.
- Emperor Haile Selassie I of Ethiopia, considered by Rastas to be the reincarnation of Jesus Christ.

### Three Little Birds

#### Hook:

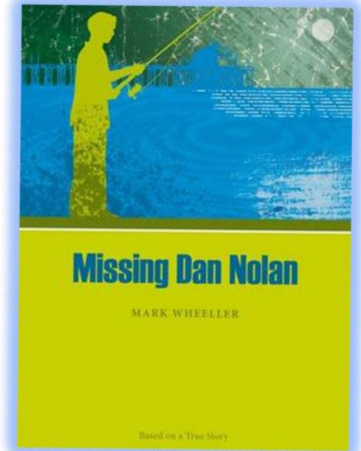


#### Chords



# Drama Key Terminology

DRAMA KEY WORDS		ADJECTIVES		
VOCAL SKILLS		<ul style="list-style-type: none"> <li>• abrupt</li> <li>• angry</li> <li>• anxious</li> <li>• assured</li> <li>• cold</li> <li>• controlled</li> <li>• deep</li> </ul>	<ul style="list-style-type: none"> <li>• enthusiastic</li> <li>• firm</li> <li>• forceful</li> <li>• gentle</li> <li>• harsh</li> <li>• hesitant</li> <li>• loud</li> </ul>	<ul style="list-style-type: none"> <li>• sarcastic</li> <li>• sly</li> <li>• soft</li> <li>• stutter</li> <li>• timid</li> <li>• trusting</li> </ul>
Tone Pitch Pace Intonation Silence	Pause Projection Inflection Accent Emphasis			
PHYSICAL SKILLS		<ul style="list-style-type: none"> <li>• aggressive</li> <li>• defiant</li> <li>• dismissive</li> <li>• distraught</li> <li>• distressed</li> <li>• eager</li> </ul>	<ul style="list-style-type: none"> <li>• eye contact: direct, focused, avoiding, accusing</li> <li>• fearful</li> <li>• gentle</li> <li>• rapid</li> </ul>	<ul style="list-style-type: none"> <li>• relaxed</li> <li>• slow</li> <li>• sluggish</li> <li>• smooth</li> <li>• smug</li> <li>• strong</li> <li>• thoughtful</li> </ul>
Body Language Facial Expressions Gestures Stillness Eye-Contact	Posture Movement Gait Stage Presence Interaction			
SPACE PERFORMANCE CONVENTIONS		<ul style="list-style-type: none"> <li>• anger</li> <li>• anti-climax</li> <li>• appreciation</li> <li>• believable</li> <li>• delight</li> <li>• development</li> <li>• disappointmen t</li> </ul>	<ul style="list-style-type: none"> <li>• emotional response</li> <li>• empathy</li> <li>• emphasis</li> <li>• engagement</li> <li>• feeling</li> <li>• focal point</li> <li>• horror</li> </ul>	<ul style="list-style-type: none"> <li>• interest</li> <li>• intrigue</li> <li>• irritation</li> <li>• light-relief</li> <li>• realistic</li> <li>• sympathy</li> <li>• understanding</li> </ul>
Levels Proxemics Stage Left/Right Centre Stage Transition Blocking Canon Duologue scape	Freeze Frame Narration Split Scene Thought-Track Mime Improvisation Physical Theatre Unison Monologue	<b>Other Useful Vocabulary:</b> Hot-seating Character Motivation Warm-Up Role-on-the-Wall Genre	<b>Other Useful Vocabulary:</b> Rehearsal Sound Effects Naturalistic Abstract Minimalistic	



One night Dan went fishing with his friends. They left him and he was never seen again. This play explores what happened on that night.

# Performance and Feedback

*This term we will be improving our skills in evaluation.*

*This is the terminology you should be using.*

## Body Skills:

- Gesture
- Body Movement
- Facial Expression
- Proxemics
- Levels
- Body Language

Can you see any of  
these? When/where?

What effect did the  
performance have on  
you as the audience?

## Vocal Skills:

- Pitch
- Tone
- Volume
- Emphasis
- Pause
- Pace
- Accent

**Verbatim Theatre where you quote someone for real life word for word.**

## Art & DT Personal Learning Checklists

Art: Pop Art Text	Evidenced	Refined
<i>I am refining my skills in....</i>		
Analysing artists' styles to influence my own work		
Using secondary sources to develop ideas		
Drawing for design purposes		
Compositional skills		
Understanding Proportion		
<i>I am developing my skills in...</i>		
Exploring text and typeface		
Problem solving		
Creating a personal outcome linked to a positive message		
Use of colour, pattern, layers in a Pop Art style		
Cutting skills to produce stencils- understanding of bridges		
Use of registration to layer stencils successfully		

DT Food and Nutrition	S	O	R	T
I understand how to ensure a hygienic and safe kitchen				
I can explain the importance of knife safety and knife skills to prevent injury				
I can identify the five different sections of the eat well guide				
I understand the importance of a healthy diet				
I can name and describe a number of common pieces of equipment in the kitchen				
I can describe the difference between the bridge hold and claw grip				
DT Fan Project	S	O	R	T
I can recall and define the tier three vocabulary in this unit				
I can name tools and equipment				
I can use hand tools and power tools with precision				
I can join materials using an appropriate method				
I can evaluate the finish of my work and link this to how precisely I have used the tools				
DT Textiles	Evidenced		Refined	
Use textile equipment safely				
Use the sewing machine successfully				
Design to a set brief				
Cut and shape fabrics				
Make a successful final product				

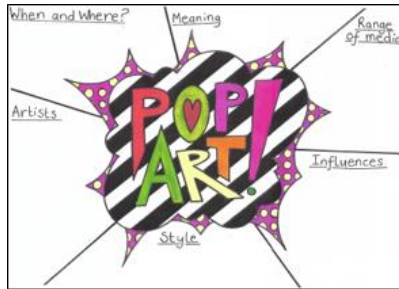


# Art Knowledge Organiser

1	TIER THREE VOCABULARY
<b>Analyse</b>	Analyse - examine (something) methodically and in detail, typically in order to explain and interpret it.
<b>Composition</b>	Composition is the arrangement of elements within a work of art.
<b>Contemporary Art</b>	The term contemporary art is loosely used to refer to art of the present day and of the relatively recent past, of an innovatory or avant-garde nature
<b>Designs</b>	Designs are plans to explain your ideas in a visual way.
<b>Expression</b>	Expression is something that expresses or communicates ideas or feelings.
<b>Pop Art</b>	Pop art is an art movement that emerged in the 1950s and flourished in the 1960s in America and Britain, drawing inspiration from sources in popular and commercial culture. Different cultures and countries contributed to the movement during the 1960s and 70s
<b>Influence</b>	Influence is to be inspired by the style of art styles and movements.
<b>Digital art</b>	Digital art is a term used to describe art that is made or presented using digital technology
<b>Medium</b>	Medium can refer to both to the type of art (e.g. painting, sculpture, printmaking), as well as the materials an artwork is made from

2

Techniques and skills:



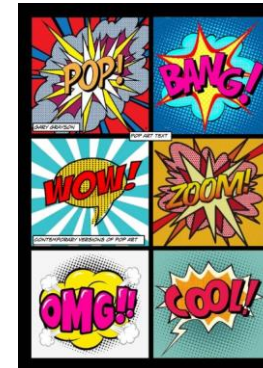
Explore Pop Art and analyse.



Design and Experiment.



Create and use stencils.



**Typeface and Fonts:**  
Understand the difference and explore within your own work when creating design work.

3

Health and Safety

## CRAFT KNIFE SAFETY

- 1 Keep knife blades sharp.
- 2 Only use a knife for its intended purpose.
- 3 Use the appropriate knife for the job.
- 4 Don't cut toward your fingers with the sharp edge.
- 5 Always use a cutting mat.
- 6 Cut away from your body.
- 7 Point the knife blade down and keep the cap or cover on the knife when carrying.
- 8 To hand a knife to someone, set it down on a table and let them pick it up.
- 9 Properly dispose of old cutting blades.
- 10 Store the knife properly.

# Art Knowledge Organiser

1 Continued	TIER THREE VOCABULARY
<b>Ben-Day dots</b>	A commercial printing technique using small dots of colour, named after 19th-century illustrator and printer Benjamin Henry Day. American artist Roy Lichtenstein, enlarged and exaggerated them in many of his paintings and sculptures. Other illustrators and graphic designers have used enlarged Ben-Day dots in print media for a similar effect.
<b>Font</b>	A font is the combination of typeface, size, weight, slope, and style to make up a printable or displayable set of characters. Font characters include letters, numbers, symbols, and punctuation marks. Fonts because can affect readability, influence tone, and reflect professionalism all of which will influence how ideas are communicated
<b>Primary Colours</b>	The primary colours are <b>red</b> , <b>yellow</b> and <b>blue</b> . They cannot be made by mixing other colours together. The primary colours sit equal distances apart on the colour wheel.
<b>Refine</b>	to improve your artwork
<b>Typeface</b>	Typeface describes an entire typography family. For example, Times New Roman is a typeface that defines the shape of each character. Within Times New Roman, however, there are many fonts to choose from, such as different sizes, italic, bold, and so on.
<b>Mixed media</b>	Mixed media is a term used to describe artworks composed from a combination of different media or materials

4

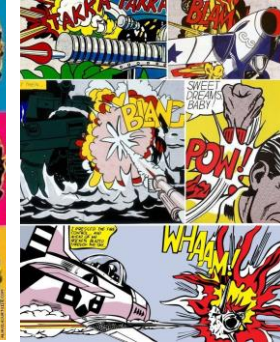
Artists- Contemporary and Historical



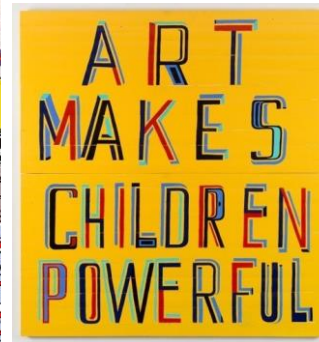
Richard Hamilton



Andy Warhol



Roy  
Lichtenstein



Bob & Roberta  
Smith

5

Extension Task



Using the further reading link  
explore the work of Bob and  
Roberta Smith more and create a  
powerful message poster.

6

LINKS & FURTHER READING



Explore making a  
protest poster-  
exploring different  
text artists.



Explore Pop Art  
further and create  
a piece of work in  
the style of Andy  
Warhol.



## 1. Tier Three Vocabulary

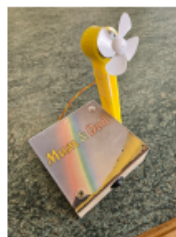
Key Words	Definitions
Deciduous	Deciduous trees lose their leaves in winter. The word is from the Latin word decidere, meaning "to fall off."
Coniferous	Coniferous trees are cone bearing and do not have leaves - they have needles.
Hardwoods	Hardwoods come from deciduous trees - they take over 100 years to mature, have a variety of colours and grains and are expensive to buy.
Softwoods	Softwoods come from coniferous trees and are fast growing taking 35 years to mature. They are sustainable.
Manufactured Boards	Manufactured boards are timber products made by compressing and gluing timber fibers.
MDF	MDF - medium density fibre board is a manufactured board made from Pine
Thermoplastics	A type of plastic that can be reshaped when heated to 180 degrees C
Acrylic	A plastic thermoplastic that is clear and can come in a range of colours.
Pilot Hole	The first small hole to drill when joining two items together.
Countersink	A cone shape drill that is used to keep screw heads flush with the surface.
Jigs	A tool used to help manufacture several parts/holes to the same size/location

## 2. Skills in the workshop

Marking out	Using a try square, steel rule and pencil to mark out accurately on material.
Cutting and shaping	Using coping saw and electric sander to cut and shape material accurately.
Drilling	How to change drill bits, secure work ready for drilling - Pilot holes, clearance holes and countersinks.
Forming	Using Jigs to drill holes and form thermoplastics into the correct shapes..
Soldering	Creating electric circuits to power a motor with a battery pack and switch. Using a soldering iron to solder and join wires together.

## 3. Assembly/Testing

When the components are produced they will have to be assembled correctly to work.



After you have made all the component parts of the fan project you will need to assemble them together in the correct sequence (order) using hand tools. After assembly testing needs to be done and any faults identified and rectified.

## 4. Workshop Safety



- Leave your bags in the bag space so that people don't trip over them.



- Never run in a workshop.
- Don't play with the vice on the workbench as it can easily pinch your skin.



- Tell the teacher if there is sawdust/metal filings on your workbench - Don't blow them or brush away with your hand.



- Don't touch tools without permission from the teacher
- Only use equipment you have been trained to use



- Make sure you know where the emergency stops are
- Tie back long hair and loose clothing in the workshop
- Put extraction on when sawing/drilling/soldering

## 5. Links and Further Reading

Materials:

<https://www.bbc.co.uk/bitesize/topics/zh4cqyc/articles/zmgrdnb#zt49qyc>



Safety:

<https://www.bbc.co.uk/bitesize/topics/zh4cqyc/articles/zq89qyc#zxqwxg8>



Revise: Mindmap Maker  
[is.gd/mindmapmaker](https://is.gd/mindmapmaker)



## 1 TIER THREE VOCABULARY

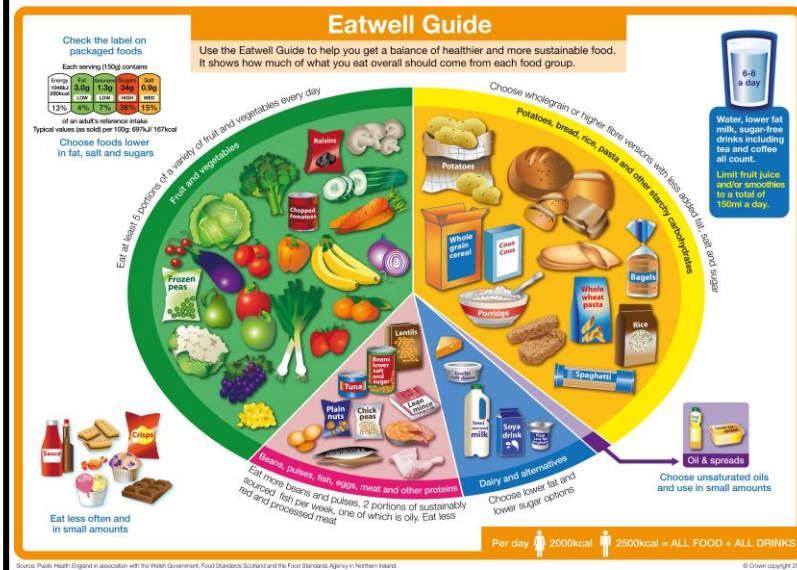
Hygiene	Keeping things clean and germ-free, especially when it comes to food and cooking.
Safety	Taking precautions to make sure that no one gets hurt or sick while working with food or in the kitchen.
Bridge Hold	A way of holding a knife where you grip the handle with your hand and rest your index finger on the blade for better control.
Claw Grip	Holding food with your fingers curled like a claw to keep it stable and stop your fingers from getting cut while cutting or chopping.
Knife/Knives	Sharp tools with a blade used for cutting and slicing food.
Nutrients	Important stuff found in food that gives our bodies energy and helps us grow and stay healthy.
Balanced Diet	Eating different types of food in the right amounts to get all the nutrients our bodies need.
Protein	A nutrient found in foods like meat, fish, eggs, and beans that helps our bodies build and repair tissues.
Fat	A type of nutrient that gives us energy, keeps us warm, and helps our bodies absorb certain vitamins, found in foods like butter, oil, and meat.
Carbohydrates	A type of nutrient found in foods like bread, pasta, and potatoes that gives our bodies energy to do stuff.

## 4 SAFETY IN THE KITCHEN

Safety is extremely important when it comes to working in the kitchen. There are a few key things to keep in mind to ensure that everyone stays safe while cooking. First, always wash your hands with soap and water before handling any food to prevent the spread of germs. It's also essential to handle knives and other sharp objects with caution, using proper techniques and focusing on what you're doing. When using the stove or oven, be mindful of hot surfaces and use oven mitts or potholders to protect your hands. Additionally, make sure to turn off appliances and unplug them when you're finished using them. Lastly, be aware of potential hazards like spills, cords, and loose clothing that can cause accidents, and keep a clean and tidy workspace to avoid trips and falls.

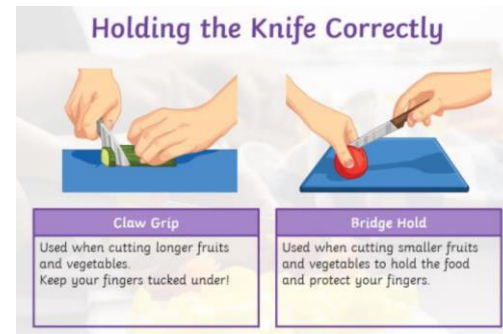
## 2 THE EATWELL GUIDE

The Eatwell Guide is a great way of ensuring that you get a balance of healthier and more sustainable food. It shows how much of what you eat overall should come from each food group.



## 3 KNIFE SKILLS

There are different ways of cutting food depending on the type of food you are cutting. Below are two of the most common methods: the Claw Grip, and the Bridge Hold.



## 6 LINKS & FURTHER READING

**Video:**  
The Eatwell Guide  
<http://y2u.be/7MIE4G8ntts>

**Article:**  
Safety in the Kitchen  
<https://cpdonline.co.uk/knowledge-base/safeguarding/kitchen-safety-rules-for-children/>

**Revise:**  
Mindmap Maker  
[is.gd/mindmapmaker](https://www.mindmapmaker.com/)

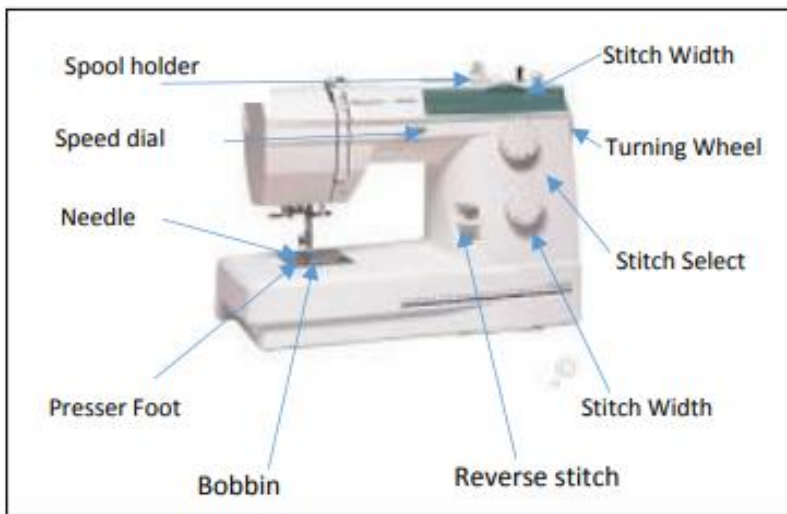
## 5 PREPARING THE FOOD HANDLER

It is important to make sure that if you are about to handle food that you prepare yourself. You need to make sure that your hands are cleaned and surfaces where food will touch is clean too. It is important to make sure that the chopping boards you use to prepare meat is on a separate chopping board. Any food needs to be stored at the right temperature as well.





# DT Knowledge Organiser: Textiles



## Key Words and Definitions:

<b>Pins</b>	a piece of metal with a point at one end for holding fabric together	<b>Stitch</b>	A thread that passes through fabric	<b>Tie dye</b>	Resist method of dyeing-created by tying string/ elastic bands around areas of the fabric.
<b>Scissors/shears</b>	Used for cutting fabric	<b>Sew/Sewing</b>	Done by machine or hand to join fabric or add decoration	<b>Applique</b>	Applying 1 fabric to another to create a design
<b>Sewing Machine</b>	A machine used to produce stitches in fabric	<b>Tacking</b>	Temporary stitching to hold fabric in place	<b>Reverse Applique</b>	cutting away a layer of fabric to reveal a shape appliquéd underneath
<b>Needle</b>	a piece of metal with a point at one end and a hole or eye for thread at the other, used in sewing	<b>Hem</b>	The finishing off at the edge of fabric	<b>Embroidery</b>	Decorative stitching by hand or machine
<b>Thread</b>	a strand of cotton, used in sewing or weaving	<b>Seam</b>	Joining two fabrics together	<b>Design</b>	A drawing to show the look of your idea
<b>Tailors chalk</b>	Chalk used to mark fabric	<b>Seam Allowance</b>	Distance between the edge of fabric and the stitching line (1.5 cm)	<b>Annotation</b>	Labelling to explain your design
<b>Fabric</b>	Cloth produced by weaving or knitting textile fibres.	<b>Pattern</b>	A template used to cut out the fabric	<b>Evaluation</b>	Making a judgement about your product
<b>Unpicker</b>	A small piece of equipment with a sharp pointy end used to unpick stitches	<b>Components</b>	Buttons, zips, sequins	<b>Specification</b>	A list of requirements that a product must meet



Glue your timetable here