Year 9
Term 2A

Name _____

Form _____

St Cuthbert's Catholic High School

MORE THAN A SCHOOL

St Cuthbert's
Catholic High School
Live life in all its fullness

"Knowledge is love and light and vision."

Helen Keller

(research 10 facts about Helen Keller)

Year 9 Knowledge Organiser: Term 2A

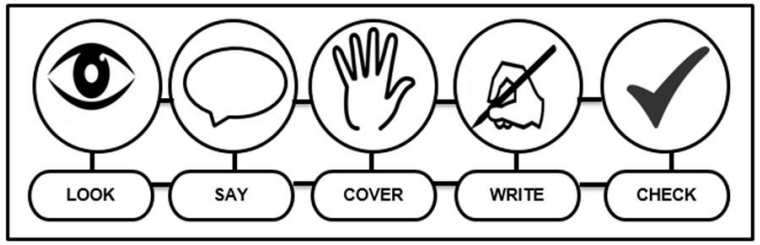
Instructions for using your Knowledge Organiser

The timetable on the next page tells you which subjects you should be studying on which days (it doesn't matter if you have that subject on that day or not, you should follow the timetable).

You are to use your exercise book to show the work you have done. Each evening you should start a new page and put the date clearly at the top.

You need to bring your KO and exercise book with you EVERY DAY to school. Your KO and exercise book will be checked regularly in form time.

You will also be tested in your lessons on knowledge from the organisers.



You must use the revision strategy Look – Say – Cover – Write - Check to learn the knowledge. You can also use your KOs and book in a number of different ways but you **should not just copy** from the Knowledge Organiser into your book.

Presentation

You should take pride in how you present your work:

- Each page should be clearly dated at the top right hand side with the **Subject** written in the middle e.g. English.
- Half way down the page a line should divide it in two with **Next Subject e.g. Maths** written above the dividing line.
- Each half of the page should be neatly filled with evidence of self-testing. There should be an appropriate amount of work.
- Failure to show pride in your presentation or wasting space on your page with large writing or starting a number of lines down will result in a **negative AtL**.

Year 9 Knowledge Organiser Homework Timetable

You are expected to study the subjects shown on your timetable each day. You need to spend 20 minutes on each subject and you will need to evidence your work in your exercise book.

WEEK A	Subject 1	Subject 2	Subject 3
MONDAY	English	Spanish	Geography
TUESDAY	Science	Maths	PD
WEDNESDAY	History	Music	Science
THURSDAY	RE	Maths	Food
FRIDAY	Computing	Technology	English

WEEK B	Subject 1	Subject 2	Subject 3
MONDAY	English	Drama	Geography
TUESDAY	Science	Maths	RE
WEDNESDAY	History	PE	Science
THURSDAY	RE	Maths	Spanish
FRIDAY	Computing	Art	English

Reading Log

"The more that you read, the more things you will know. The more that you learn, the more places you'll go"

Dr Seuss

Use this reading log to record the books you read and how long you have spent reading.

Week	MON	TUE	WED	THURS	FRI	SAT	SUN	Book(s) read (title and author)	Time spent reading	Parent comment/signature
Week 1										
Week 2										
Week 3										
Week 4										
Week 5										

Year 9 English Term 2A: An Inspector Calls

Key concepts and context, think about…..	
1912	Set just before WW1 and the sinking of the Titanic. A moment of rising international tensions and industrial expansion. End of Victorian era and saw the demise of the rigid class system. Labour party, founded in 1900 gaining momentum. The Russian Revolution began in 1917.
1945	People were recovering from six years of warfare, danger and uncertainty. Class distinctions greatly reduced as a result of two word wars. Women have a more valued place in society. Desire for social change. Following WW2, Labour party won a landslide victory over Winston Churchill and the Conservatives.
Wealth, power and influence	The Birlings and the Crofts are representative of the wealthy upper-class. They all misuse their social influence to benefit themselves. Their actions adversely affect the vulnerable people in society.
Blame and responsibility	Who is to blame for Eva's death? Each of the Birlings contribute to a chain of events leading to the destruction of Eva Smith. What responsibilities do the characters have to each other? To Society?
Public vs private	How do the public lives, the facades, of the Birlings juxtapose their private personas? What are their motivations for this? What are the repercussions, and for who?
Morality vs legality	What are the moral and legal laws of the society depicted in the play? How do they interweave? What actions do the characters undertake that are wrong, morally or legally?
Class Politics	How do the ideologies of capitalism and socialism collide in the play? Which characters are representative of which political allegiance? Is there a correlation between a character's political beliefs and their behaviours?
Prejudice	What are the prejudices held by the Birlings? What are their inherent views regarding class and status? How do they act on these prejudices, and what are the consequences?
Young Vs old	What differences are evidence between the younger and older generation? They react and behave differently throughout the play – why? What are their attitudes towards each other? What do they learn? Which characters change, and how?

Year 9 English Term 2A: An Inspector Calls

Plot	
Act 1	Set in April 1912, Brumley, Midlands, UK. The Birling family and Gerald Croft are celebrating Sheila Birling's engagement to Gerald with a dinner. Mr Birling lectures hi son, Eric Birling, and Gerald about the importance of every man looking out for himself if he wants to get on in life. Edna (the maid) announces that an inspector has arrived. Inspector Goole says that he is investigating the death of a young woman who committed suicide, Eva Smith. Mr Birling is shown a photograph of Eva, after initially denying recognising the woman in the photo, he remembers firing her in 1910 for organising a strike over workers pay. Sheila recalls also having Eva sacked about her manner when served by her in an upmarket department store. The Inspector reveals that Eva Smith changed her name to Daisy Renton. Gerald reveals to Sheila he had an affair with Daisy Renton.
Act 2	Gerald explains to The Inspector that he had an affair with Eva, but hasn't seen her since he ended their relationship back in Autumn 1911. Sheila gives her engagement ring back to Gerald. The Inspector turns his attention to Mrs Sybil Birling, she confesses that she also had contact with Eva, but Eva gave herself a different name to Mrs Birling. Eva approached a charity chaired by Mrs Birling to ask for help. Eva was desperate and pregnant but help was refused by Mrs Birling because she was offended by the girl calling herself 'Mrs Birling'. She tells Eva that the baby's father should be made entirely responsible. She also tells Inspector Goole that the father should be held entirely responsible and should be made an example of.
Act 3	Eric is revealed as the father. He stole money from Mr Birling's office to provide money to Eva. The Inspector delivers his final speech. After he leaves, the family begin to suspect that he was not a genuine police inspector. A phone call to the Chief Constable confirms this. Next, they phone the infirmary to be informed that no suicide case has been brought in. Mr Birling and Gerald congratulate themselves that it was all a hoax and they can continue as before. This attitude upsets Sheila and Eric. The phone rings. Mr Birling announces to the family that a girl has just died on her way to the infirmary, a police inspector is coming to question them.

Year 9 English Term 2A: An Inspector Calls

Characters		
Inspector Goole	Priestley's mouthpiece: advocates social justice; serves as the Birlings' conscience	Socialist, moralistic, righteous, powerful, intimidating, unconventional, mysterious, imposing, sardonic, omnipotent
Mr. Arthur Birling	Businessman; capitalist; against social equality; a self-made man (new-money)	Capitalist, arrogant, foolish, Panglossian, emasculate, prejudice, ignorant, selfish, stubborn, vainglorious
Mrs. Sybil Birling	Husband's social superior; believes in personal responsibility	Arrogant, cold-hearted, insincere, prejudice, naïve, conformist, bitter, controlling, remorseless
Sheila Birling	Young girl; comes to change views and pities Eva; feels regret	Transformative, remorseful, socialist, pseudo-inspector, sensitive, astute, strong-minded, empowered
Eric Birling	Young man, drinks too much; forces himself on Eva Smith; regrets actions	Rebellious, reckless, immature, insubordinate, compulsive, desperate, disgraced, dualistic, irresponsible
Gerald Croft	Businessman; engaged to Sheila; politically closest to Birling	Aristocratic, evasive, secretive, dishonest, disingenuous, oleaginous, chivalric, privileged, pragmatic
Eva Smith	Unseen in play; comes to stand for victims in social injustice (changes her name to Daisy Renton)	Suffragist, victim, emblematic, allegorical, vulnerable, desperate, socialist, moralistic, principled

Key words:	
Socialism	Social
Capitalism	Responsibility
Morality	Patriarchal
Writer's message	Dramatic
	Irony
	Conscience

Year 9 English Term 2A: An Inspector Calls

Theatrical Stagecraft: Dramatic Devices	
Dramatic irony	Birling's speeches, Mrs Birling's witless implication of Eric
Stage directions	Instructions for the actors; often revealing – such as the lighting change when the Inspector arrives: "Pink and intimate then brighter and harder"
Setting	Constant throughout but subtle changes e.g. lighting; characters on/off stage
Tension	Builds up throughout the play; interrogation of characters, personal relationships, secrecy
Cliff-hanger	Eric's reappearance in Act 3; the ending allows the audience to make up their minds
Foreshadowing	Symbolism (The Titanic), Mr Birling's "knighthood", war
Time-lapse	Set in 1912, written in 1945; audience in a privileged position
The 4th Wall	The Inspector's final speech addressed directly to audience

Year 9 Maths – Term 2A

TOPIC - Problem solving at St Cuthbert's.

K Key information. Highlight the important information you will need.

L List the maths. What maths topic do you need to use. Write them down.

A Attach numbers. Relate the problem to one you can already do. E.g 3x4=12.

P Picture. Label the diagram with any information that can help you. Draw a picture to help you visualise the problem.

S Sensible. Check! Does your answers make sense?

Don't forget

Always show your working out

Never round half way through a question

Key Words:

Numerator

Denominator

Rational

Irrational

Surds

Adding and Subtracting Fractions

We need to remember that before we can add or subtract fractions, we need to ensure that they have the same denominator. We might need to use our skills with equivalent fractions in order to get this

Example: $\frac{1}{8} + \frac{2}{3} = \frac{19}{24}$

How to:

Step one: Find a common denominator $8 \times 3 = 24$

Step two: Make equivalent fractions with the new denominator $\frac{1}{8} = \frac{3}{24}$ $\frac{2}{3} = \frac{16}{24}$

Step three: Add the numerators $\frac{3}{24} + \frac{16}{24} = \frac{19}{24}$

Step four: Reduce the fraction if needed

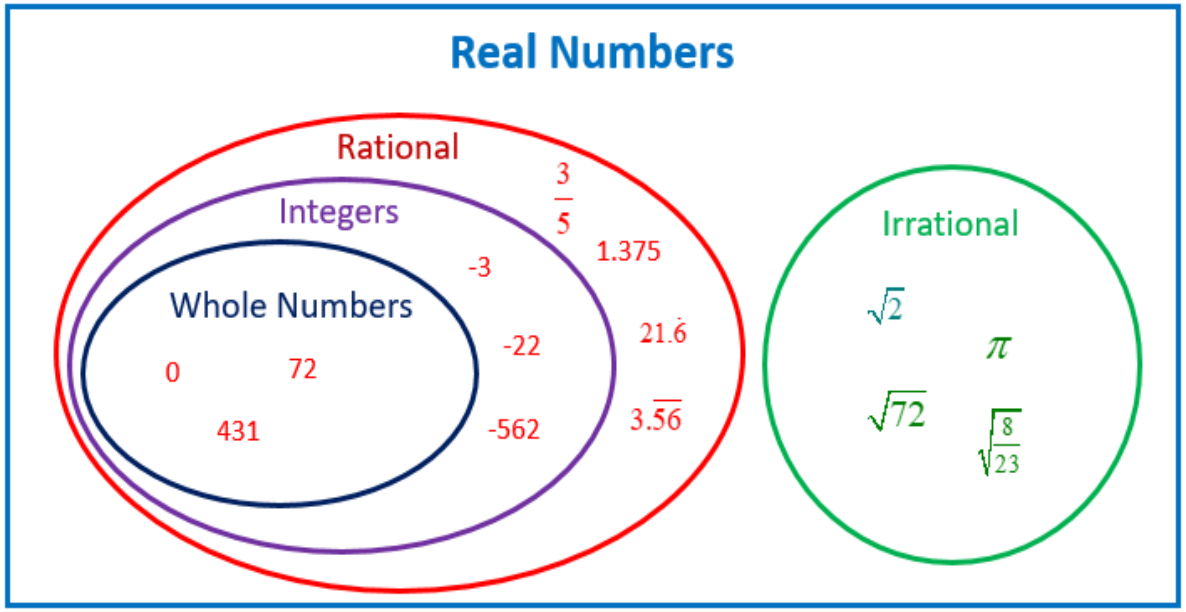
We would use the same approach if we needed to subtract fractions

Try this: $\frac{5}{12} - \frac{1}{20}$

Year 9 Maths – Term 2A

Looking at Rational and Irrational Numbers

Rational numbers	Irrational numbers
Perfect squares	Not a perfect square
Fraction, unless they have a zero as a denominator	Not a fraction
Repeating decimals	Non-repeating decimals
Terminating decimals	Non-terminating decimals



Exchange Rates

We use exchange rates, when we need to change an amount of our money (£) into a different form of currency, for example US$

To do this, we need to use the most up to date exchange rate, which can change daily and also throughout the day.

Here is an example: **£1 = $1.50**

For every £1, you can buy $1.50 US Dollars. This is the price of one pound, expressed in dollars. i.e. the £/$ exchange rate

To change an amount of £ into $, we would need to multiply by 1.50

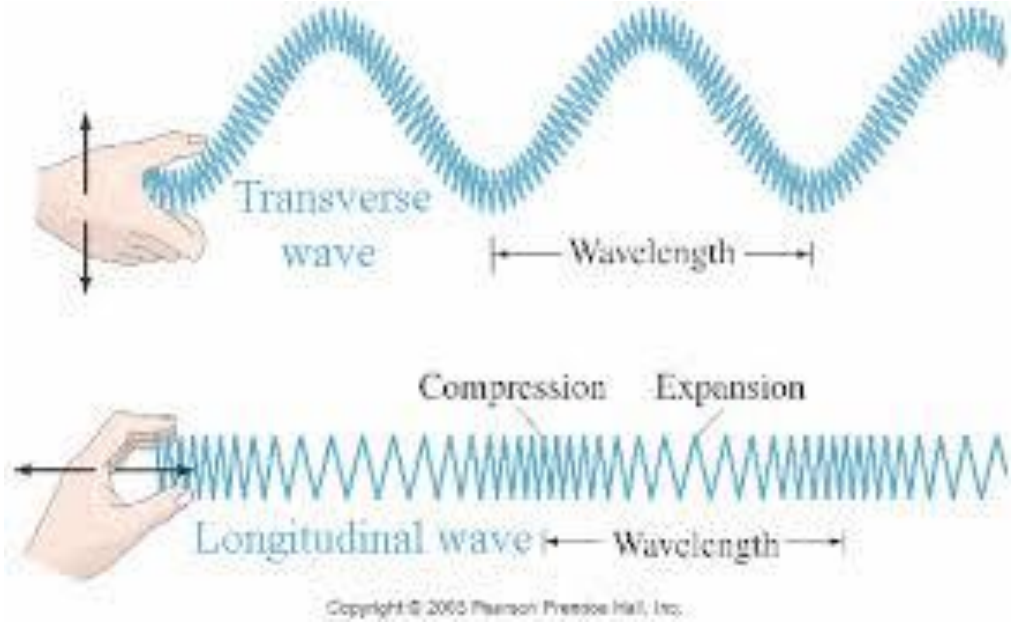
To change an amount of $ into £, we would need to divide by 1.50

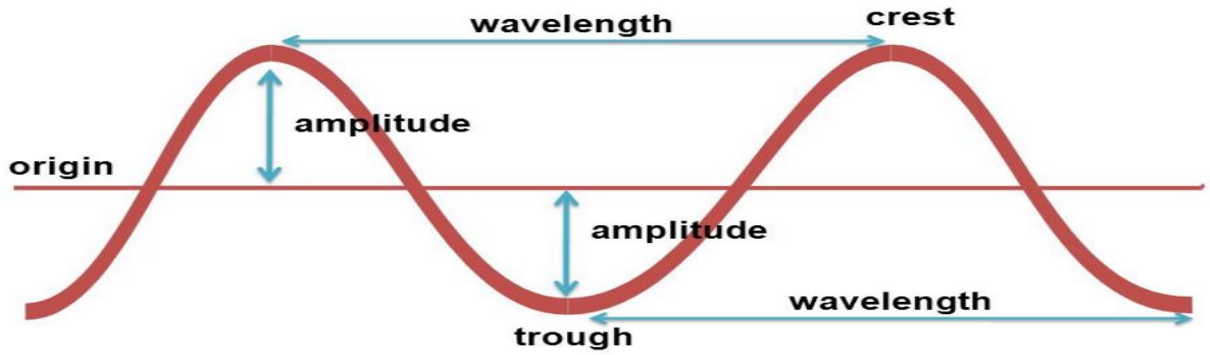
Year 9 Science – Term 2A

Key Words

Transverse	Wave vibration is perpendicular (at right angles) to the direction of energy transfer.
Longitudinal	Wave vibrations are parallel to the direction of energy transfer.
Frequency	The number of wave crests passing a fixed point every second.
Amplitude	Height of a wave crest or trough of a transverse wave from the rest position.
Wavelength	The distance from one wave crest to the next.
Compression	Squeezing together.
Rarefaction	Change of direction of a light ray passing across a boundary between two transparent substances.
Wave speed	The distance travelled per second by a wave crest or trough.
Reflection of waves	The change of direction of a light ray/wave.
Refraction of waves	The change of direction of a light ray across a boundary from one medium to another.
Carrier waves	Waves used to carry any type of signal.
White light	Light that includes all the colours of the spectrum.
Mechanical waves	Vibration that travels through a substance.
Electromagnetic waves	Electric and magnetic disturbances that transfer energy from one place to another.

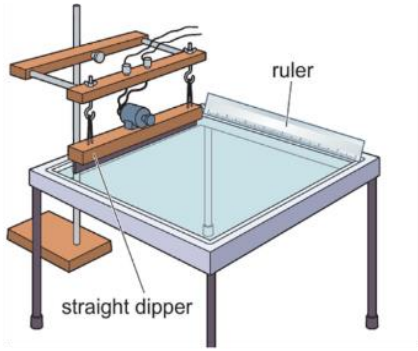
Year 9 Science – Term 2A





This image shows how you can make waves with a rope or slinky by moving one end up or down. This type of wave is transverse. If you push and pull the slinky you will notice there are areas of compressions and rarefactions. These are longitudinal waves.

The ripple tank



Wavelength: Use the markings on the ruler to estimate the wavelength of the waves (this could be done with a digital camera).

Speed: Mark two points on the edge of the ripple tank and measure the distance between them. Use the stopwatch to find out how long it takes a wave to go fr one mark to the other. Divide the distance (in m) by th time (in s).

$$V = f \times \lambda$$

WAVE SPEED = FREQUENCY X WAVELENGTH
(m/s) (Hz) (m)

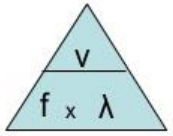
$$speed = \frac{distance}{time}$$

The Wave Equation

V = speed of wave (m/s)

f = frequency of wave (Hz)

λ = wavelength (m)

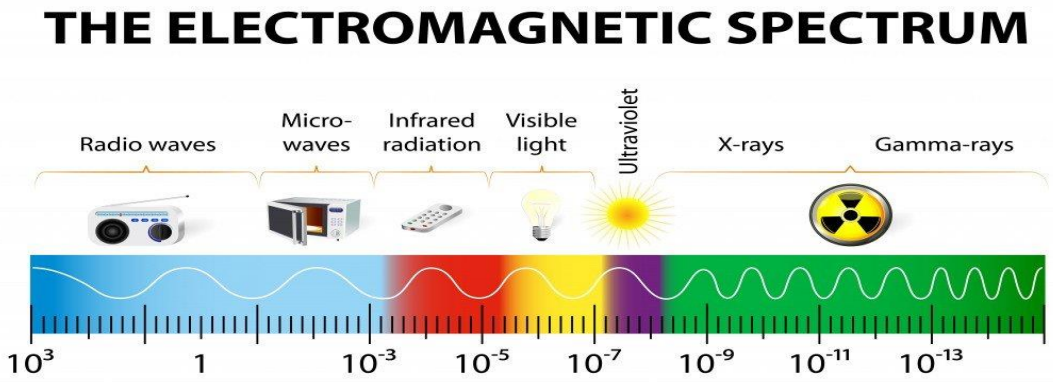


$$v = f\lambda$$

$$\text{Period (T)} = \frac{1}{\text{Frequency (F)}}$$

Year 9 Science - Term 2A

Electromagnetic radiation	Uses	
Radio waves	Broadcasting and communications – their longer wavelength means they travel further in the Earth's atmosphere, reflecting off hills and the upper atmosphere.	
Microwaves	Cooking food – microwaves are absorbed by water molecules causing them to vibrate (heat up). Satellite transmissions – their wavelength penetrates our atmosphere.	
Infrared	Heater and night vision equipment – all objects, including people, give out infrared rays which can be detected even at night. It's also used for television remote controls.	
Visible light	Human vision, photography and optical fibres – it's the only part of the spectrum we can see.	
Ultraviolet	Fluorescent lamps – they have chemicals inside them which absorb ultraviolet rays and convert the energy to visible light.	
X-rays	Medical equipment – they enable us to see the internal structure of objects and materials by passing through some substances (eg body tissue) but being absorbed by others (eg bone).	
Gamma rays	Sterilising food and medical equipment – they are highly penetrative and can kill.	



Year 9 Religious Education – Term 2A: What is Church?

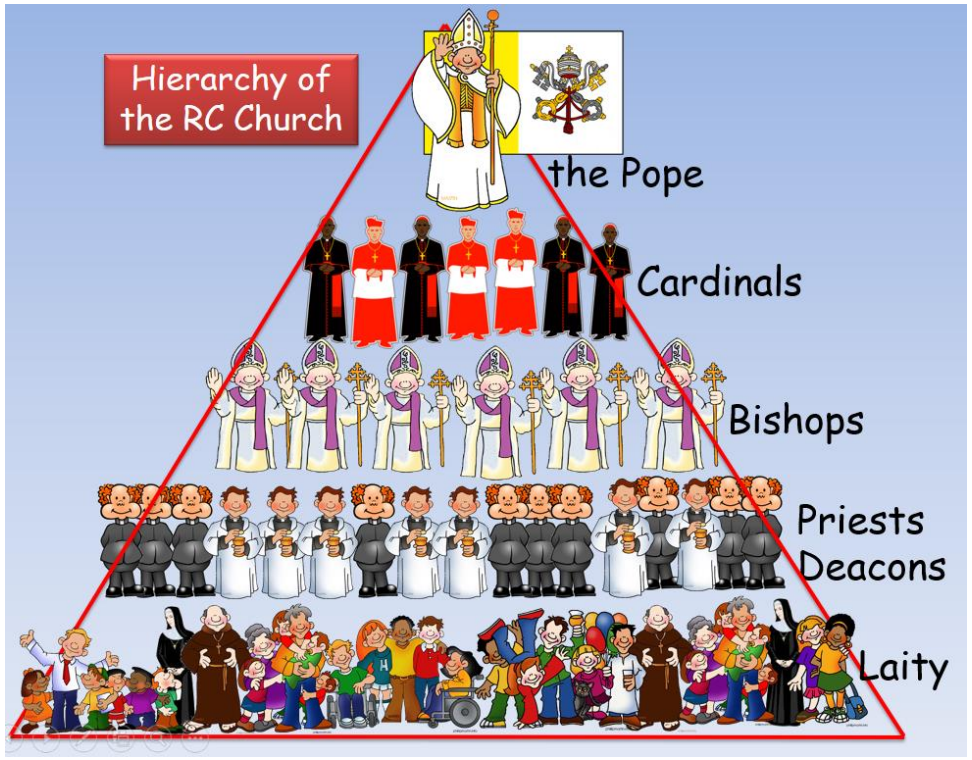
Key words	Definition
Bishop	Ordained man who looks after a number of parishes and their priests
Cathedral	The main church in a diocese - it has the bishop's chair in it
Church	With a capital 'C' a Church is the people: the community of Christians
church	With a small 'c' a church is a building, a place of worship for Christians
Denomination	A branch of the Christian Church. All follow Jesus, but all in slightly different ways.
Diocese	The parishes in a larger area around the cathedral which the Bishop looks after
Hierarchy	The ordained leaders of the Catholic Church
Laity	The baptised, but not ordained, people in the Church. Ordinary Christians.
Magisterium	Teaching authority of the Catholic Church
Parish	The people in a small area who live around the church
Priest	Ordained man who looks after the people in a small area around his church
Pope	Head of the Catholic Church on earth. "Servant of the servants of God"
Vatican II	Huge council which developed Roman Catholic Church teaching in 1960s
Eucharist	'thanksgiving' ; sacrament where Catholics believe the bread and wine becomes the body and blood of Jesus through transubstantiation
CST	Catholic Social Teaching – principles based on Bible and tradition that are a 'moral compass' for Catholics, showing them how they should act
Liturgical worship	Worship, usually in public, that follows a set pattern
Non liturgical worship	Worship that does not follow a set structure or pattern; spontaneous or informal worship

Big Questions:

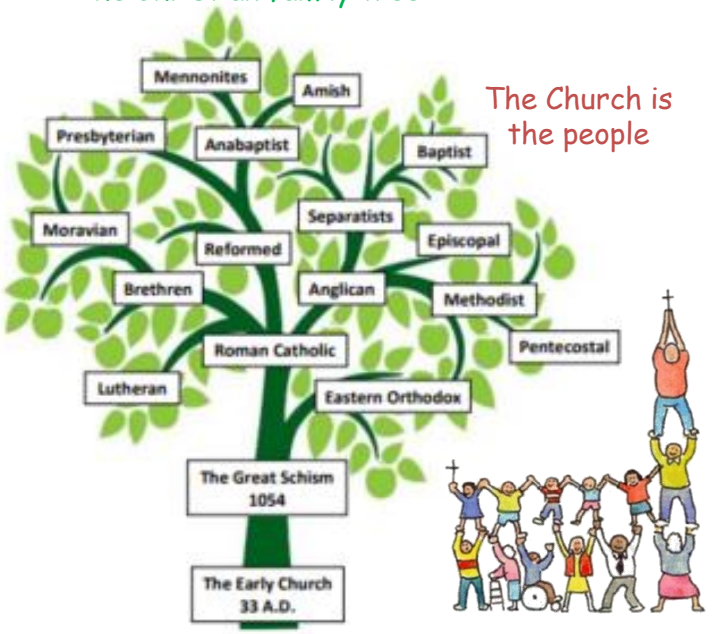
- What is the Church? Why are there different branches of Christianity? Does it matter?
- How is the Catholic Church structured?
- How do Christians worship? – why are there differences?
- How do Catholics work out how to act?
- How should we treat others, and why?

There are lots of branches within Christianity, but all follow Jesus, and have the same fundamental beliefs. However different types of Christians worship in different ways, and have different ways of working out how to act. Catholic Social Teaching tells Catholics how they should act towards others.

Year 9 Religious Education – Term 2A: What is Church?



The Christian family tree



Sources of Wisdom and Authority (SOWAA)

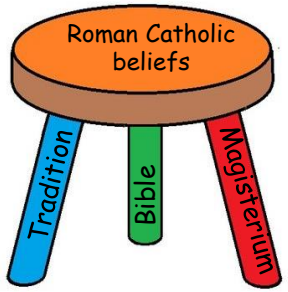
"And I tell you, you are Peter, and on this rock I will build my church.'" *Matthew 16:18*

"For where two or three are gathered in my name, I am there among them." *Matthew 18:20*

"For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ." *1 Corinthians 12;12*

"So faith by itself, if it has no works, is dead." *James 2;17*

How do Catholics work out how to follow Jesus today?



Complete the learning homework for each week; work in your yellow book	
Jan 8th '24	Key words and definitions
Jan 15th '24	Key words and definitions
Jan 22nd '24	Info on diagrams
Jan 29th '24	SOWAA
5th Feb '24	Recap all

Year 9 Geography – Term 2A: Sustainable Development

"Sustainability is meeting the needs of the present without compromising the ability of future generations to meet their own needs."

Term	Definition
Climate change	Changes in climate (temperature, rainfall) as a result of natural causes or human activity.
Extraction	To remove something.
Global warming	The recent increase in global temperatures.
Great Pacific garbage patch	A huge area of plastic and other waste floating in the Pacific Ocean and trapped by the circulation of ocean currents (gyres).
Greenhouse gases	Gases such as carbon dioxide and methane, which absorb heat from Earth.
Gyres	Global circulating ocean currents.
Landfill	The dumping of waster in massive piles or large holes before burying it with soil.
Microplastics	Tiny pieces of non-biodegradable plastic.
Sustainable tourism	Tourism that has a positive effect on the local environment, society and economy.
Renewable	A resource which does not run out eg Solar.
Non - Renewable	A resource which will run out when used up eg Coal.

Why does energy consumption vary around the world?

Since 2010, the energy consumption in China and India increased dramatically, which is a result of the countries developing as therefore employment shifted to manufacturing and the population required more personal energy use (eg car ownership, heating in house).

However energy consumption has decreased in Australia and Saudi Arabia, as these developed countries have research and strategies in place to make them more sustainable.

Sustainable City

Sustainable City - Building cities that can continue to function without running out of resources, therefore reducing their negative impact on the world. The also have various social and economic benefits for the population.

How the a city can be made more sustainable?

- Transport – public transport, cycle links, walk ways, electric cars.
- Renewable energy – solar panels, wind farms.
- Housing – Triple glazing, LED bulbs, food locally sourced.
- Waste Management – Recycling.

Food Supply

Fair trade - Fair trade is when producers in developing countries are paid a fair price for their work, by companies in developed countries.

Define food security - A measure of the availability of food and individuals' ability to access it.

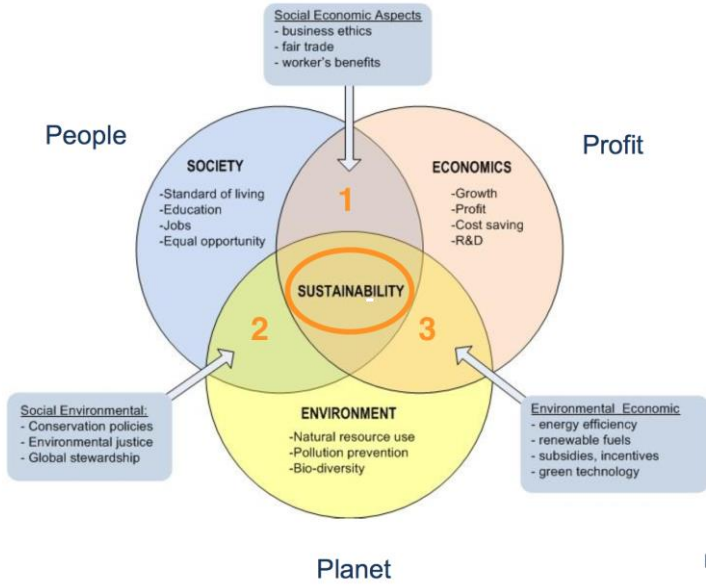
Physical and Human Factors which affect food supply:
Increase (Human) – New techniques, fertilisers, pesticides.
Increase (Physical) – Desired climate, land quality.
Decrease (Human) – Lack of money, war.
Decrease (Physical) – Poor climate, natural hazard, climate change.

Plastic Pollution

Plastic Pollution - The contamination of the sea by plastic substances that are harmful to living organisms as a result of human activity.

Great Pacific Garbage Patch - It is a huge concentration of plastic waste floating in the Pacific Ocean. Over recent decades rubbish has built up and become trapped in the circulating oceans currents (North Pacific Gyre).

Effects of plastic pollution
Social - plastic is ending up in the food we eat, quality of drinking water is decreasing.
Economic – beach tourism affected, cost to clean up.
Environmental - animals entangled in fishing gear, coral reefs are dying.



The Sustainable Development Goals form a universal programme to end poverty, protect the planet and ensure that all people enjoy peace and prosperity.

Year 9 History – Term 2A: The Holocaust

1

Three Historical Reasons for Anti-Semitism:
1. Jews were blamed for the crucifixion of Christ.
2. Jews were blamed for the Black Death
although many Jews were killed by the disease.
3. Jews were driven out of many Western European countries in the Middle Ages. They were expelled from England in 1290, from France in 1306 and 1394. All of these actions made the Jews outliers from the rest of their community and therefore different and victims of prejudice and discrimination.

2

Hitler's Persecution of the Jews: Hitler blamed them for making Germany weak.

- 1st April 1933: Hitler's first action directly against the Jews was a Boycott of all Jewish Businesses.
- May 10, 1933 - Burning of books in Berlin and throughout Germany.
- In Sept - Nazis establish Reich Chamber of Culture, then exclude Jews from the Arts.
- Summer 1935 Placards saying Jews not wanted displayed in resorts, public buildings, restaurants and cafes .(these were removed during the 1936 Olympic Games).
- A massive, coordinated attack on Jews throughout the German Reich on the night of November 9, 1938 into the next day, has come to be known as Kristallnacht or The Night of Broken Glass.

3

The Road to the Holocaust World War Two
The Nazis invaded Eastern Europe and used The Einsatzgruppen who were special mobile killing squads created in 1939. In 1941 the Einsatzgruppen would move through Nazi controlled areas and round up Jews, gypsies, undesirables and disabled people. They rounded them up and shot them.
By the end of 1941, more than one million Jews had been murdered by mobile killing squads. Nearly all of the 200,000 Jews in Lithuania were killed in this way.

4

The Warsaw Ghetto Uprising was an armed rebellion of Jews in Warsaw, Poland, against Nazis in 1943, to keep the Nazis from sending more Jews to be killed at the Treblinka death camp. The revolt lasted from April 19 until it was crushed by the Germans on May 16. Total casualty figures for the Warsaw Ghetto Uprising are uncertain. The Germans likely lost several hundred soldiers during the 28 days that it took them to kill or deport more than 40,000 Jews. The fighters knew that they were bound to lose, but the honor of the Jewish people was at stake. They chose to die fighting and to inflict casualties on the enemies.

Year 9 History – Term 2A: The Holocaust

5

The Final Solution

The Wannsee Conference was a meeting of senior government held in the Berlin suburb of Wannsee on 20 January 1942. It was decided whereby most of the Jews of German-occupied Europe would be deported to occupied Poland and murdered. This was a key turning point as the decision was now to murder all Jewish people under Nazi control.

6

The Death Camps: Auschwitz Birkeneau, Chelmno, Treblinka, Belzec, Sobibor, Majdanek in the far east of Poland.

The death camps used gas chambers to murder Jews and others on an industrial (large) scale. Jews were brought from all over Europe via trains. Selection happened when you arrived. Women with children, the Elderly and the unfit went straight to the gas chambers. The Jews were told they were being taken to showers but the showers were in fact gas chambers.

7

In late summer 1941 the Nazis began experimenting with a new killing method – a poison gas called Zyklon B. As the war progressed, Auschwitz-Birkenau was selected by the Nazis as the main killing site for European Jews, because of its location and access to the rail network. From this point on increasingly larger poison gas chambers were constructed at the camp to kill people using Zyklon B. In 1942 Jews from across Europe began to be transported to Auschwitz-Birkenau. The peak of the slaughter occurred in 1944, when more than 400,000 Hungarian Jews were killed in just two months.

8

Key word	Definition
Tyranny	An act or the pattern of harsh, cruel, and unfair control over other people.
Persecution	Persecution is the mistreatment (bad treatment) of an individual or group by another group.
Inequality	The unfair situation in society when some people have more opportunities, money, etc. than other people
Genocide	The planned and organized killing of a group of people.
Anti-Semitism	Hatred of Jewish people.
Migration	The movement of a person or a group of people to settle in another place.
Protest	When a lot of people come together to show others that they strongly like or are against an idea or event.
Resistance	A situation in which people or organizations fight against something or refuse to accept or be changed by something.
Rebellion	an effort by many people to change the government or leader of a country by the use of protest or violence.

Year 9 Personal Development – Term 2A

Core British Values

Tolerance - Understanding that we all don't share the same beliefs and values.

Democracy - A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.

Liberty - Protection of your rights and the right of others you are with.

Responsibility - Something that it is your duty to deal with

Respect - Respecting the values, ideas and beliefs of others whilst not imposing our own onto others.

Law - The need for rules to make a happy, safe and secure environment to live and work.

Social - Moral - Spiritual - Cultural

Year 9 Art – Term 2A: Artist Focus – Still Life

Still life is one of the principal genres (subject types) of Western Art and the subject matter of a still life painting or sculpture is normally anything that does not move or is dead.

Still life (plural: *still lifes*) is a work of art depicting mostly inanimate subject matter, typically commonplace objects which are either natural (food, flowers, dead animals, plants, rocks, shells, etc.) or man-made (drinking glasses, books, vases, jewellery, coins, pipes, etc).

Still Life has been a theme for Art throughout history. Roman mosaics used still life themes to decorate their buildings. Van Gogh explored his painting and colour techniques by producing numerous versions of sunflowers. Patrick Caulfield produced simplistic still life screen prints and paintings using simple flat colours and bold line.

Key Words and Specialist Vocabulary:

Representation: The description or portrayal of someone or something in a particular way.

Study: A detailed investigation and analysis of a subject or situation.

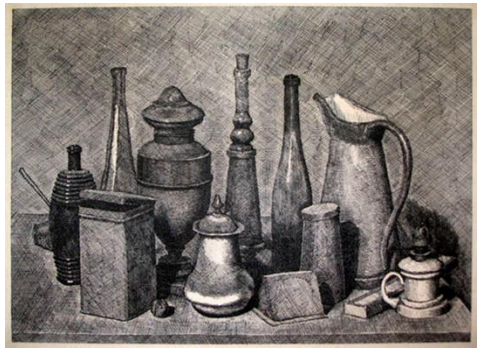
Year 9 Art – Term 2A: Artist Focus – Still Life

Georgio Morandi 1890—1964

Morandi was an Italian painter and printmaker who specialized in still life. His paintings are noted for their tonal subtlety in depicting apparently simple subjects, and items that he readily had in his studio.

He repeatedly **painted** the same selection of familiar items, including bottles, bowls, pots and boxes. In his **paintings**, they lose their domestic purpose, to become sculptural objects that invite meditation and contemplation.

Through the repetitive process of reproducing these simple objects he was able to explore a variety of colour palettes, techniques, compositions, forms and perspectives



Why do Still Life?

Groups of objects have long been a favourite subject for artists and it is an excellent way to improve your observational skills through the study of your selected objects.

Produce your own still life group and see how many ways that you can reproduce them exploring different
materials, lines, colours . See how realistic you can make your representation . Take photographs of your objects
so you can explore more viewpoints or try and use the influence from another artist like Van Gogh or Caulfield.

Year 9 Computing – Term 2A: Video Editing

Mise-en-scene – The key elements which give a film / TV programme meaning

Impact of Technology – how technology has changed over the years and impacted on a vast majority of people's lives

Sound:
- Non Diegetic – off screen, sound effects, soundtrack, no speech within the film / show
- Diegetic – on screen, involving action such as voices, cars, dialogue, phone ringing

Editing – how images / clips are selected and put into a sequence
- Cut – Gives pace (one shot to another)
- Fade – Beginning / ends (used to show end / start / part of a scene)
- Dissolve – Dreamlike, passing of time (from one start to another – blends in

User Generated Content – refers to any type of content that has been created and shared by unpaid contributors (fans). It can be through pictures, videos, tweets, blogposts and anything in between as it is the act of users promoting a brand rather than the brand itself. It allows the public to express themselves and feel engaged with the brand.

Technological Change – Technological change is the process of inventing through research and development, creating and spreading new technology or processes.

Year 9 Computing – Term 2A: Video Editing

Narrative Development (Classic Narrative Structure) – A storyline that is often followed through films and television programmes.

Non-Verbal and Verbal Codes:
- Non-Verbal – Body Language (Actions and Gestures), the meaning created is shown to the audience through the actor's body language (informal)
- Verbal – In radio, film and television, how speech and dialogue is used to create a meaning to the audience (formal)

Symbolic Codes – what is beneath the surface of a sign/action that creates meaning to the audience (an actor doing an action to show his/her emotions)

Image Manipulation – Altering photographs with software like Photoshop, Snapchat filters and effects.

Camera Angles and Movement
- High angle – actors look small, passive and inferior
- Low angle – actors look powerful, dominant and in charge
- Tilted angle – creates a sense of confusion/movement
- Pan – camera is stationary but moves left to right
- Tilt – camera is stationary but moves up to down
- Tracking – camera physically moves forward to backward
- Crab –camera physically moves sideways

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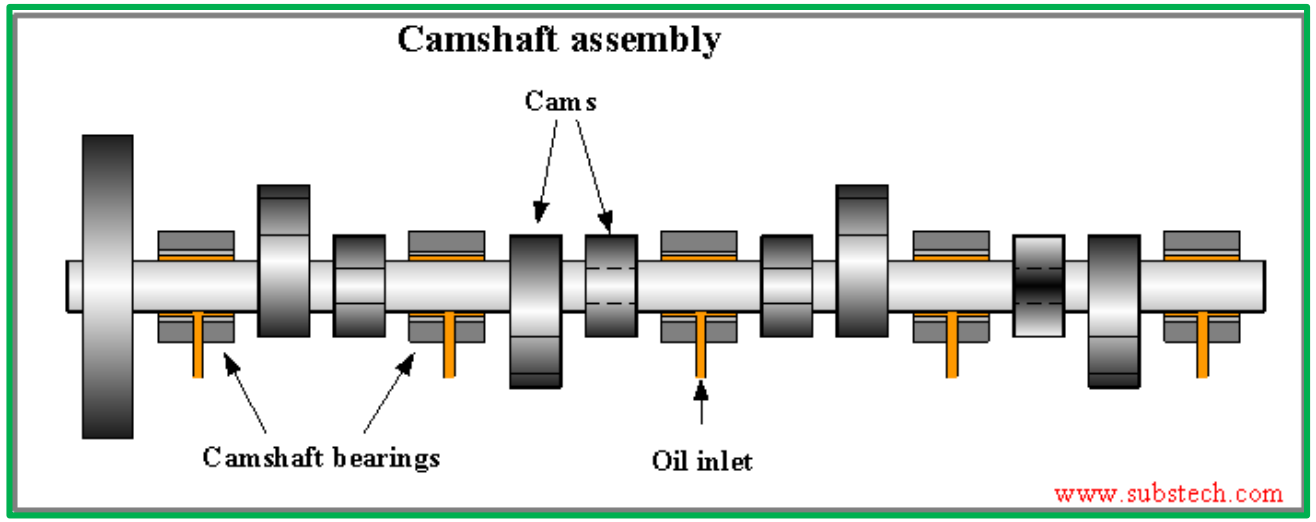
Year 9 Design Technology– Term 2A: Cam Toy

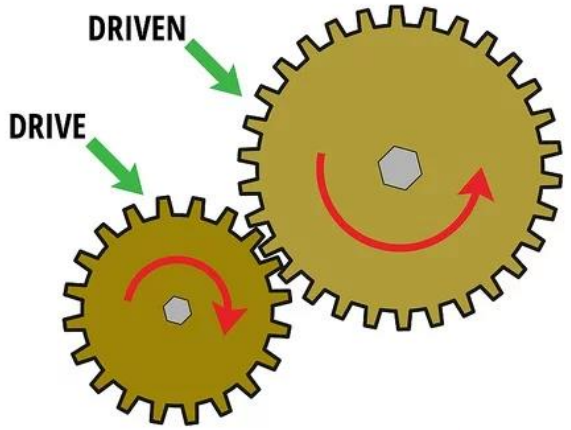
Key vocabulary	Definition
Stock forms	The standard shape and size of materials as they are bought.
User centered design	Design development with the user at the centre of the focus. The designer tries to envisage how the product will actually be used, as opposed to focusing on other areas such as cost.
Mechanical device	Mechanism which produces and/or changes movement.
Planned obsolescence	Deliberately designing the lifecycle of a product to be short, forcing the user to update their products quickly.
Mass production	The manufacturing of large quantities of standardized products, often using assembly lines or automation technology.
Continuous improvement	The identification of improvements and subsequent evolution of products.
Co-operative	A group of people united to meet common social, economic or cultural need through a jointly-owned business.
Ethics	Moral decisions when designing and manufacturing.
Functionality	How well a product carries out its purpose.
Social footprint	The impact a product or individual has on society.

Year 9 Design Technology– Term 2A: Cam Toy



Gear Ratio RPM Calculator

Input gear teeth number	45
Output gear teeth number	15
Gear ratio	3 :1
Input rotational speed	1 rpm



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Live life in all its fullness

Year 9 Drama – Term 2A: Devising Theatre Terminology

Keywords and language

Stimulus : anything used to create or inspire ideas. A piece or writing, music, item

Devising : to create drama in response to a given stimulus

Improvisation : creating drama using no script

Hotseating: when someone asks questions of someone taking on a role and they answer as they character

Re-enactment : a moment that is re re-enacted or brought to life

Research : The process of finding out specific information for a specific purpose

Abstract : Meaning non naturalistic. Not like real life

Analysis: To break down and explain how and why you did something

Evaluation: To judge whether something was effective or not, using evidence

Year 9 Drama – Term 2A: Devising Theatre Terminology

Structuring Drama

Linear – continuous narrative where the events happen in chronological order

Non linear – moves backwards and forwards in time (flash backs/ flash forwards)

Inter- connected stories – A series of independent stories that link in some way

Narration – someone telling parts of the story, either in role or as a narrator

Bookending- having a link between the opening scene and the ending scene

Three act structure- having 3 clear parts to the story – start, middle, end.

Cliff hanger – left open ended or on a tense moment with unanswered questions

Resolution – giving a clear ending to the story

Dramatic irony – the audience being aware of something that the characters are not.

Perspective – The point of view that the story is told from

Climax/ anti climax- when the moments of tension are built up and then revealed

Exposition – When different characters are becoming involved in the same thing. Eg. All going for the same job interview.

Complication – a problem or obstacle that occurs for one of the characters

Year 9 Food – Term 2A: Raising agents

Salt

An ingredient that is used in many foods and is also known as sodium. The body uses sodium to balance fluids in the body and it is essential for nerve and muscle function. We only need a small amount of salt in our diet. The table below is a guide to daily maximum amounts for different ages.

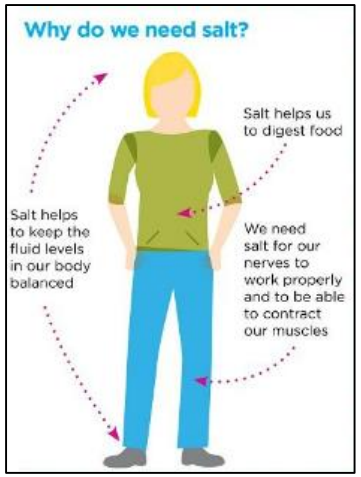
0-6 months	7-12 months	1-3 years
Less than 1g	1g	2g
4-6 years	7-10 years	11 years +
3g	5g	6g

Too much salt can lead to an increase in blood pressure which can lead to a higher risk of a stroke or heart attack.

Scan the QR code to watch a video about salt.

SCAN ME

SCAN TO WATCH



Key vocabulary	Definition
Baking powder	A chemical raising agent that produces carbon dioxide.
Bicarbonate of soda	A chemical raising agent that produces carbon dioxide.
Choux	A light, crisp, hollow pastry used to make profiteroles and eclairs.
Gluten	The general name for all the proteins found in flour.
Micronutrient	Nutrients needed in small amounts, e.g., vitamins and minerals.
Mineral	Essential nutrients for the body to function properly, e.g., calcium.
Steam	Produced when a batter (Yorkshire pudding) gets very hot in the oven.
Vegan	A person who will not eat foods from animal origin.
Vegetarian	A person who will not eat meat and fish.
Vitamin	Essential nutrients for the body to function properly. See table →

Raising agents

Raising agents are added to mixtures to make them rise. When you heat a mixture that contains a raising agent, the gas within it expands and rises resulting in a product with a light and airy texture.

Type	Examples
Mechanical raising agent	**Sieving** flour, **whisking** eggs, **rubbing** in fat to flour, **creaming** fat and sugar, lamination (creating layers) in flaky pastry.
Physical raising agent	**Steam** is created in products such as Yorkshire puddings and choux pastry. The mixture needs a high moisture content.
Chemical raising agent	**Bicarbonate of soda** - strong flavoured bakes (gingerbread). **Baking powder** - used to make baked products.
Biological raising agent	**Yeast** - bread making, doughnuts, currant buns.

Year 9 Food – Term 2A: Raising agents

Watch video about choux pastry.

SCAN TO WATCH

Complete your homework quiz 2.

SCAN FOR QUIZ

Vegetarians and Vegans

Vegetarians do not eat meat, poultry, fish or shellfish.
Lacto-ovo-vegetarians eat dairy products and eggs.
Lacto-vegetarians eat dairy but not eggs.
Vegans do not eat or use any animal products.

Vitamins and minerals

These are known as micronutrients, as they are needed in smaller amounts. For each nutrient it is important to know the **function** and **source**. For each there could also be an effect of **deficiency** or **excess**.
The tables shows some of the functions, there are many more.

Vitamin	**Function in the body**
A	Immune function. Healthy skin.
B	Converts nutrients to energy.
C	Protects cells. Aids absorption of iron.
D	Enables absorption of calcium.
E	Antioxidant, protects cells.
K	Blood clotting, helping wounds heal.
Mineral	**Function**
Calcium	Strong bones/teeth. Blood clotting.
Iron	Makes haemoglobin in red blood cells.
Sodium	Balances fluids in the body.
Fluoride	Strengthen tooth enamel and bones.

Scan the QR codes to watch the vitamin and mineral video.
Complete quiz 1.

SCAN TO WATCH

SCAN FOR QUIZ

Year 9 Music – Term 2A: Music Technology

Key Information	Why it is Important	History	Composition
Digital music technology encompasses digital instruments, computers, electronic effects units, software, or digital audio equipment by a performer, composer, sound engineer, DJ, or record producer to produce, perform or record music. The term refers to electronic devices, instruments, computer hardware, and software used in performance, playback, recording, composition, mixing, analysis, and editing of music.	Almost every aspect of music creation is now reliant on music technology whether it be: - Composition - Production - Recording - Editing - Performance - Distribution - Consumption	'Analogue' music technologies such as tape recorders, analogue synthersizers and audio effects have been used since the 50s. In the 1960s, bands such as The Beatles began to experiment with this equipment, becoming reliant on it to achieve their desired sound. Now, multitrack recording and effects are commonplace in every studio.	Music technology is not just useful for studios and professionals, but it has opened up a world of possibilities for amateur and hobbyist musicians too. A whole generation of 'bedroom' producers emerged in the 2000s, some of them (such as Avicii) gaining success in the music industry. Technologies such as DAWs, virtual instruments and more powerful computers has meant that no longer is a fully-fledged recording studio needed for producing a record. Almost everything (including instruments!) can be contained inside a computer, in a piece of software called a Digital Audio Workstation (DAW).

Key Words

DAW
Effects
Processors
Digital
Analogue
Synthesizer
Samples
Multitrack
Edit
Audio Interface
Plug-In
Virtual Instrument
MIDI
Bit-Depth
Sample Rate
Reverb
Delay
EQ (Equalisation)
Compression
Mixing
Master Bus

How to use bandlab

M	A	D	T	S	H	I	R	T
melody	articulation	dynamics	texture	structure	harmony	instruments	rhythm	tempo
the tune	how notes are played	loud / soft and any other volume changes	layers of sound and how they fit together	sections of music and how they are organised	chords used	types of instruments heard	the pattern of notes	the speed

Year 9 Physical Education – Term 2A

Blood cells and Respiration

Blood cells

Red blood cells- main function is to transport oxygen around the body.

White bloods cells- they are the cells of the immune system. They are responsible for helping the body to fight disease and infection.

Plasma- The primary purpose of plasma is to transport nutrients, hormones, and proteins around the body.

Platelets- Platelets are tiny blood cells that help your body form clots to stop bleeding.

Air composition

Inhaled air
21% Oxygen
0.04% Carbon dioxide
79% Nitrogen

Exhaled air
16% Oxygen
4% Carbon dioxide
79% Nitrogen

What do you notice about the gas percentages?

Terms of respiration

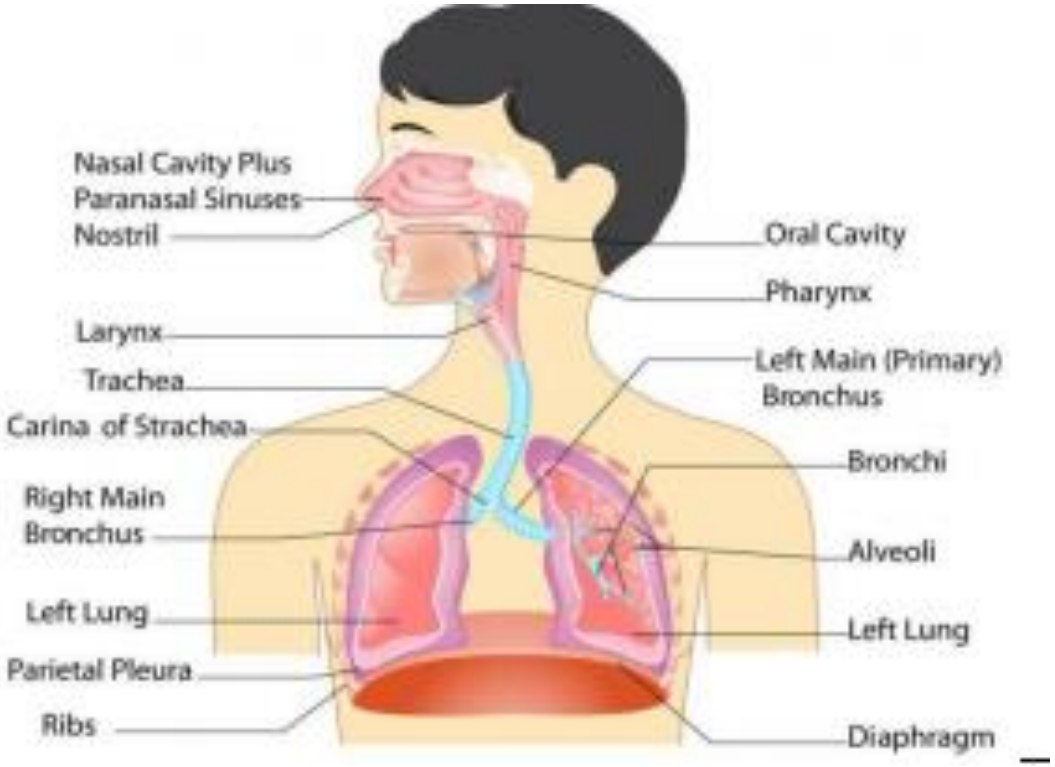
Vital Capacity- the volume of air that can be exhaled from the lungs after the deepest possible breath.

Tidal Volume- the volume of air inspired or expired in a single breath during regular breathing.

Aerobic respiration- is the process of producing energy in cells involving oxygen (Marathon runner).
glucose + oxygen → carbon dioxide + water + energy released.

Anaerobic respiration- glucose breaks down WITHOUT oxygen to produce energy (100m Sprinter).
glucose → lactic acid + energy released.

Blood cells and Respiration



Gaseous Exchange

Gaseous Exchange: Gas exchange is the delivery of oxygen from the lungs to the bloodstream, and the elimination of carbon dioxide from the bloodstream to the lungs and out of the body.

It takes place in the alveoli. The walls of the alveoli are surrounded by a network of blood capillaries. Alveoli are tiny, balloon-shaped air sacs that sit at the very end of the respiratory system and are arranged in clusters throughout the lungs.

1.	2	3	4	5	6
Me encanta… Me gusta mucho… Me gusta… Me flipa Me mola Me fascina Me importa Me interesa… No me interesa… No me importa No me gusta No me gusta nada Odio Detesto No aguanto … (I can't stand…) Lo bueno es… Lo malo es… (The good/bad thing is…) Prefiero… Me gusta más	navegar en la red (to surf the net) enviar correos electrónicos (to send emails) hacer las compras en línea (to shop online) ver videos divertidos (to watch funny videos) jugar juegos en línea (to play online games) chatear en facebook (to chat on facebook) descargar música (to download music) leer blogs (to read blogs) hablar por skype (to talk on skype) hacer investigaciones para los deberes (to do research for hw) tuitear – (to tweet) facebookear (to use facebook) sacar selfies (to take selfies)	**porque…** because **ya que…** because **puesto que…** because **debido al hecho de que…** due to the fact that… **por eso** – for the reason that **sin embargo** however **pero** but **a** to (i prefer… to…) **más que** more than	es…. (it is…) no es… en mi opinión es… a mi punto de vista es (in my point of view it's)	**muy** **bastante** **realmente** **verdaderamente** (truly) **totalmente** **completamente** **demasiado** (too)	entretenido = entertaining aburrido = boring interesante = interesting útil = useful inutil = useless difícil = difficult práctico = practical divertido = fun fácil = easy educativo = educational caro = expensive barato = cheap rápido = quick técnico = technical inseguro = unsafe fascinante – fascinating increíble – incredible/unbelievable
			7 aprendo mucho = I learn a lot puedo estar en contacto con mis amigos = I can stay in touch with friends ahorra tiempo = it saves time		

Notes

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Live life in all its fullness