



The John of Gaunt School
A Community Academy

Name

TG

Year 9

Knowledge Organisers

Term 1 - 2023

Year 9 Term 5 Quizzing Homework - Question Bank

Computer Science	Design Technology
<ol style="list-style-type: none"> 1. HTML stands for? 2. What is this “Program in which websites are displayed” ? 3. What are TAGS? 4. What does <TH> mean in a HTML? 5. What is a hyperlink? 6. What does <TR> mean in a HTML? 7. What does <P> mean in a HTML? 8. What command do you use to include an image in HTML? 9. What does the BODY tag for? 10. What is the Header tag for? 11. Write the code to draw a table 2 columns and 3 row? 12. What does <u> </u> do ? 13. What does do? 14. What does <i></i> do? 15. What do you think align = “right” will do? 16. How do you insert a hyperlink, show example code? 17. Write a basic header and body example code? 18. What is a hyperlink? 19. What does <h1></h1> do? 20. What is an “href”? 	<p>Year 9 20 Questions – Design and Technology</p> <ol style="list-style-type: none"> 1. What safety precaution should you consider when using a drilling machine? 2. What does the word Annotation mean? 3. Why do we Annotate design drawing work? 4. Why do designers use ACCESSFM? 5. What does the F in ACCESSFM stand for? 6. What does Aesthetics mean? 7. Describe what Anthropometrics means and give an example. 8. Describe an Ergonomic function on a product. 9. What does sustainability mean when thinking of a product? 10. Name two methods of enhancing a drawing? 11. What does CAM stand for? 12. Give an example of a CAD programme. 13. Name a drawing technique that shows 3 different views of the product? 14. Why do we Analyse a product? 15. What standard size paper is larger than A4? 16. Name a composite material? 17. How can you join different materials? 18. Give an example of a metal jointing process. 19. Explain the term Specification. 20. Why do we model in card before making the final product?

Drama	English
<p>Term 1 and 2 Questions Drama</p> <ol style="list-style-type: none"> 1. What is devising? 2. What is a stimulus? 3. What is sound scape? 4. What are Spatial relationships? 5. What is Body language? 6. What is gesture? 7. What are Facial expressions? 8. What is Eye-contact? 9. What is Posture? 10. What is Still image? 11. What country and century did Commedia Dell Arte originate? 12. What is Marked gesture? 13. What is a Lazzi? 14. What is Cross-talk? 15. What is gibberish? 16. What is the purpose of a Mask? 17. What is Characterisation? 18. What is Improvisation? 19. What is demeanour? 20. What is gait? 	<p>Year 9 Quiz Questions – Dystopia – Term One</p> <ol style="list-style-type: none"> 1. What is a utopia? 2. What is a dystopia? 3. List three ways to begin a sentence. 4. Which sentence starter is being used in the following sentence: Happy, the children played in the street. 5. How would you define power? 6. How would you define control? 7. Freedom is when..... 8. Those in power have complete control and do not allow people freedom to oppose or go against them. What type of government is this? 9. Which o..... means when a person or a group of people who have power, use it in a way that is not fair/or cruel. 10. What does indefinite mean? 11. If you are shaking or nervous, what word could be used to describe you? 12. What does Post-Apocalyptic mean? 13. Binary Opposition means 14. Give two examples of a binary opposition. 15. Scarlet, ruby, cherry – what colour are these words synonyms for? 16. List five synonyms (words that have the same meaning) for the colour white. E.g. pearl 17. If I wanted to describe a grey sky, what words could I use instead of grey? 18. What sense is being described using the word ‘rustle’? 19. Challenge: What is the definition of the word ‘intoxicating’? 20. What sense is being described using the word ‘coarse’? 21. Challenge: What is the definition of the word ‘coarse’? 22. <i>There was a blue sky over the city.</i> 23. Upgrade this sentence – start with varying the word choice for blue.

Food	Geography
<p>Year 9 20 Questions – Food Preparation & Nutrition</p> <ol style="list-style-type: none"> 1. What do you do if you burn yourself? 2. What do you use to remove a hot dish from the oven? 3. Where should the pan handles be pointed to when using the hob? 4. True or false – you must provide your own apron and containers? 5. Bacteria reproduces via which method? 6. Name 3 food poisoning bacteria. 7. What are the 3 macronutrients? 8. Vitamins can be classed in ways, what are they? 9. What is cross contamination? 10. Explain what the Eatwell Guide is. 11. Name 5 sections of the Eatwell Guide. 12. What does the term 'Cuisine' mean? 13. Give 4 functions of the macronutrient fat. 14. Which nations make up the United Kingdom? 15. What is meant by the term 'Seasonal Food?' 16. Explain the term 'Organic'. 17. Explain the term 'Halal'. 18. Give 4 reasons why we eat food. 19. Draw and label the parts of a wheat grain. 20. List 4 ways you could reduce food waste. 	<ol style="list-style-type: none"> 1. Define tornado 2. Define weather 3. Give one social, economic and environmental effect of tornadoes 4. Name and date the UK tornado we studied 5. Name and date the USA tornado we studied 6. Define climate 7. Where in the USA receives the most tornadoes annually? 8. State one condition needed for tropical storms to form 9. Give one other name a tropical storm is known by 10. Where, within a tropical storm, are the calmest conditions found? 11. Give one social, economic and environmental effect of Hurricane Katrina 12. Specifically, where did Hurricane Katrina effect? 13. What is the study of weather called? 14. What is a microclimate? 15. What factors might affect microclimates? 16. What is a depression and what kind of weather do they bring? 17. What are the impacts of depressions? 18. What do we mean by the term prevailing wind? 19. What are the impacts of summer anticyclones? 20. Define precipitation

History	Music								
<ol style="list-style-type: none"> 1. What word describes a desire to have a large army and navy in order to have global influence? 2. What is nationalism? 3. In 1914, which countries were in the Alliance called the "Triple Alliance"? 4. In 1914, which countries were in the Alliance called the "Triple Entente"? 5. What is artillery? 6. Austria-Hungary competed with Russia over land, France wanted revenge for losing Alsace & Lorraine and Britain was competing with Germany for colonies in Africa. This relates to... (Imperialism / Nationalism / Alliances / Militarism) 7. Which heir to the throne was shot by Serbian terrorists on 28th June 1914? 8. Which country had blood links with Serbia and promised to protect it from Austria-Hungary's attack AFTER their Archduke was assassinated in 1914? 9. In 1914 Britain and Germany were both competing with each other building what types of large warship? 10. Which plan involved Germany invading France (through Belgium) so they didn't have to fight Russia (on their east) AND France (on their west)? 11. How many continuous miles of trenches were on the 'Western Front'? 12. Why were trenches dug in 1914? (3 reasons) 13. What gases were used during World War 1 with the first use by Germany in 1915? (3 answers) 14. What year did the British use the first ever tanks on a battlefield? 15. How many British men were killed / wounded in World War One? 16. What name is given to the underground shelters in the trenches? 17. What was introduced in January 1916 to make sure we had enough soldiers in our Army? 18. What was the area between the English / French and German sets of trenches known as? 19. What was shrapnel? 20. A soldiers rations included: Corned beef, rum, dry biscuits, tobacco, tea and ice-cream. TRUE OR FALSE? 	<ol style="list-style-type: none"> 1. Where did Popular music first develop? 2. How many beats in a bar is Popular music usually in? 3. What instruments would you usually find in a Popular/Rock band? 4. What is the typical structure of Popular music? 5. What is an intro? 6. What is an outro? 7. What is a verse? 8. What is a chorus? 9. What is a bridge? 10. What is a riff? 11. What is a bass line? 12. What are four main voice types? 13. What is the musical word for how the music is organised? 14. What is the musical word for the main tune? 15. What is the musical word for how loud or quiet the music is? 16. What is the musical word for how fast or slow the music is? 17. What is the musical word for the tone of the music? 18. What is the musical word for what is performing the piece? 19. What is the musical word for how many layers there are in a piece? 20. What is the difference between a major and minor tonality? <p>Also recognising images of the following instruments:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Acoustic Guitar</td> <td style="width: 50%;">Electric Guitar</td> </tr> <tr> <td>Bass Guitar</td> <td>Keyboard</td> </tr> <tr> <td>Synthesiser</td> <td>Drum Kit</td> </tr> <tr> <td>Vocals</td> <td></td> </tr> </table>	Acoustic Guitar	Electric Guitar	Bass Guitar	Keyboard	Synthesiser	Drum Kit	Vocals	
Acoustic Guitar	Electric Guitar								
Bass Guitar	Keyboard								
Synthesiser	Drum Kit								
Vocals									

Science	Spanish
<ol style="list-style-type: none"> 1. What is an ecosystem? 2. What is a community? 3. What is a habitat? 4. What is interdependence? 5. What is a quadrat? 6. Why are quadrats used? 7. Describe how a quadrat should be used 8. What is a transect line? 9. What are adaptations? 10. Why do animals need to adapt? 11. Give three adaptations of animals that live in warm environments 12. Give three adaptations of animals that live in cold environments 13. What is a food chain? 14. What is a food web? 15. What do the arrows in food chains represent? 16. Where does energy in a food chain come from? 17. What is a producer? 18. What is a consumer? 19. What is a primary consumer? 20. What is a secondary consumer? 21. What is a tertiary consumer? 	<p>Year 9 Spanish Term 1 Quizzing.</p> <p>A] Learn the marriage and relationships vocab (pink box on your KO) and then write these in Spanish</p> <ol style="list-style-type: none"> 1. a wedding ; the ring 2. to separate ; to divorce 3. to get married 4. a husband (2 words) 5. a wife (2 words) 6. the groom/fiancé/boyfriend (one word for all 3); the bride/fiancée/girlfriend (one word for all 3) 7. love ; to be in love 8. my partner 9. Do you want to get married? 10. I (don't) want to get married <p>B] Answer these questions about yourself in Spanish in full sentences. Use your KO to help you create your answers, then learn your answers and practise writing them from memory:</p> <ol style="list-style-type: none"> 1) ¿Te llevas bien con todos los miembros de tu familia? (Do you get on well with all the members of your family?) 2) ¿Cómo es tu mejor amigo/a? (What is your best friend like? – give a full physical description plus their personality). 3) ¿Quieres casarte? (Do you want to get married? – give reasons why (not) from your KO) 4) ¿Quieres tener hijos? (Do you want to have children? – give reasons why (not) from your KO) 5) ¿Cómo sería tu pareja ideal? (What would your ideal partner be like? – give physical and personality traits)

Year 9. Term 1. IDENTITY PROJECT

Know the camera



Framing your shot



MEDIUM CLOSEUP MCU

Medium close up shots:
From the shoulders/chest area up to the top of the head.



CLOSEUP CU

Closeup shots :
Whole head from the neck to the top of the head.



BIG CLOSEUP BCU

Big Closeup shots:
Filling the image from chin to forehead. Each increases the level of 'intimacy'

Portrait:



Landscape:



What is the difference between portrait and landscape photos?

Landscape orientation is horizontal, while portrait orientation is vertical. Each will give different effect to your photo.

Nelson Makamo

His mixed media portraits aim to challenge the way African children have historically been represented as poor and malnourished.



Limited-
Colour
Culture
Texture
Mixed media

Artists

Hattie Stewart

Doodle bombing – the art movement and technique that she created. **Bored** of the plain and boring, she **scribbles** her **quirky, colourful** style all over magazines/posters.



Colour
Bold
Bright
Media
Childhood

Edward Honaker

His **dreamlike** images expose his struggle with **depression**. The work shows **obscured faces**, communicating **disconnect** from self and the surrounding world



Grey-scale
Emotion
Personal
Dis-connect

Portrait: The representation of a person, in which the face and its expression is predominant. The intent is to display the likeness, personality, and even the mood of the person. (Portraits, Portraiture)

Identity: The distinguishing character or personality of an individual (Identities)

Society: The state of being together with other people. An organisation to which people who share similar interests can belong. People considered as a group. (Societies, Societal)

Expression: The action of making known one's thoughts or feelings. A look on someone's face that conveys a particular emotion. (Expressions, Expressive)

Emotion: Psychological states associated with thoughts, feelings, behavioural responses, and a degree of pleasure or displeasure. (Emotions, Emotional)

Manipulate: To control something using the hands. (Manipulated, Manipulates)

Inspired: To move someone to act, create, or feel emotions. (Inspire, Inspirational)

Colour: i.e. Red, Yellow, Blue. How the eye perceives light waves. (colours, Colourful, colourless)

Artist's Comparison and Analysis

Describing and analysing artists work is an important skill. We try to analyse work by looking at the formal elements of **colour, line, tone, texture, scale, perspective and shape.**

When writing your opinion make sure you describe **what you do or don't like about a piece of work and why (use the formal elements to help you)** e.g. 'I like Ros Ingram's sculptures because.....'

Computer Science

Key content

Summary

Hyper Text Markup Language (HTML) is a basic programming language for building web pages. It uses a set of **predefined tags** that the **web browser** then interprets and renders/displays.

The World Wide Web Consortium (W3C) is responsible for standardising HTML and releasing updated specifications that revise existing tags, introduce new tags and identify deprecated tags and should be the first reference point for any matters concerning HTML.

Common browsers include: Internet Explorer, Firefox, Safari, Opera and Chrome.

HTML can be written in specialist software, or in a simple text editor like Notepad. As long as the document is saved with the **file extension** '.html' it can be opened and viewed as a webpage from a browser. This example HTML code displays a message on a webpage:

```
<html>
  <body>
    <h1>Hello world</h1>
    <p>This is my first webpage</p>
  </body>
</html>
```

The code uses tags to describe the appearance of the information:

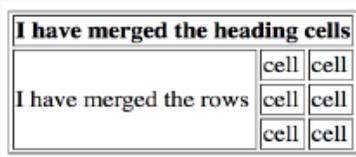
<html> states that the document is a HTML document

<body> states that the information appears in the body of the page

<h1> states that the following text appears as a prominent heading

<p> states that this is the beginning of a new paragraph

```
<TABLE border=1>
  <TR>
    <TH colspan = 3>I have merged the heading cells</TH>
  </TR>
  <TR>
    <TD rowspan = 3>I have merged the rows</TD>
    <TD>cell</TD>
    <TD>cell</TD>
  </TR>
  <TR>
    <TD>cell</TD>
    <TD>cell</TD>
  </TR>
  <TR>
    <TD>cell</TD>
    <TD>cell</TD>
  </TR>
</TABLE>
```



How to insert an image

To insert an image we need to use the image tag, ****. This is always accompanied by the close **** tag, ****. When using the **** tag we need to use its attributes to specify the source of the image and its size.

```
<IMG src = "write the location of the image here">
```

We can use the height attribute and the width attribute to specify how big the image should be in pixels.

```
<IMG src = "location of image" height = "height in px" width = "width in px">
```

The alt attribute is used to specify some text to be displayed if the image cannot be downloaded for any reason.

```
<IMG src="location of image" alt="description of image">
```

We can also use links to take us to different parts of a web page. We need to use the id attribute to identify the different parts of the web page that we want to link to. The code below shows a link that will take you back to the top of the page:

```
<h1 id="jumpHere">This is the top</h1>
<OL>
  <LI>ITEM 1</LI>
  <LI>ITEM 2</LI>
  <LI>ITEM 3</LI>
</OL>
<UL>
  <LI>ITEM 1</LI>
  <LI>ITEM 2</LI>
  <LI>ITEM 3</LI>
</UL>
<a href="#jumpHere">Click to go back to the top of the page</a>
```

Key Vocab

HTML

Word	Definition
HTML	Hyper Text Markup Language. The language used to write and display web page documents.
Hyperlink	A link in a document or webpage that connects to another location.
Web browser	An application that displays web pages.
Web Page	A page designed for, and viewed in, a web browser.
Website	A web page or group of web pages hosted on one web server and viewed in a web browser

How to insert a hyperlink

Hyperlinks can be used to link to different parts of the same page or different pages. To add a hyperlink we use the anchor tag, **<a>**. Similar to the image tag, when we use the anchor tag we need to use its attributes to specify the location of the page to link to.

```
<a href = "location of page linking to">
```

As with all the other tags this should be accompanied by the close **** tag, ****. This time though we should put the text or image that we want to act as a link in between the open and close tags.

```
<a href="location of page">This is a link</a>
```

KEY WORDS

Isometric:- A 3D drawing drawn at a 30° angle.

Weight of line:- How hard you press to create the line.

Feint:- Very light lines or working lines

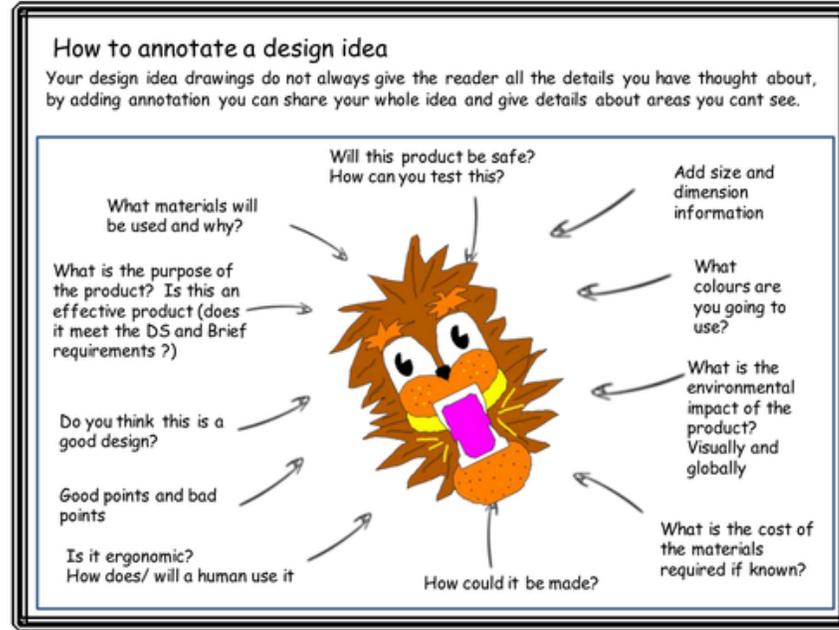
Working lines:- For example to show the crate in the crating technique before the object was drawn.

CAD Visuals:- Computer generated visuals of an imagined space, using different images to simulate materials.

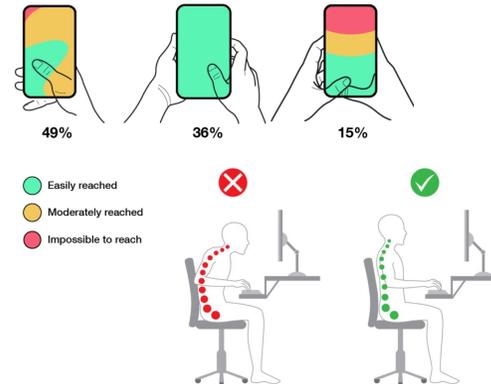
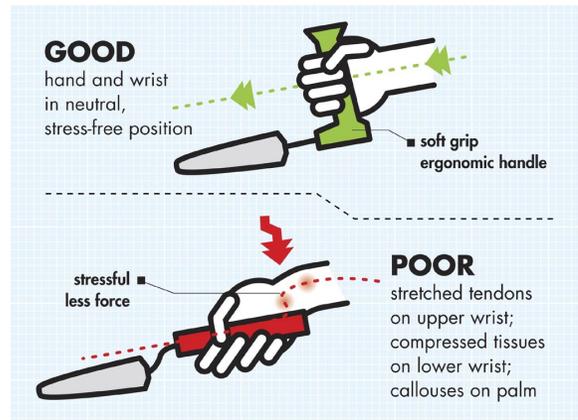
Textures:- Rendering techniques to represent the surface of different materials.

Annotation:- written explanation's to help others understand what you are designing. (materials, sizes, construction methods)

DESIGN TECHNOLOGY

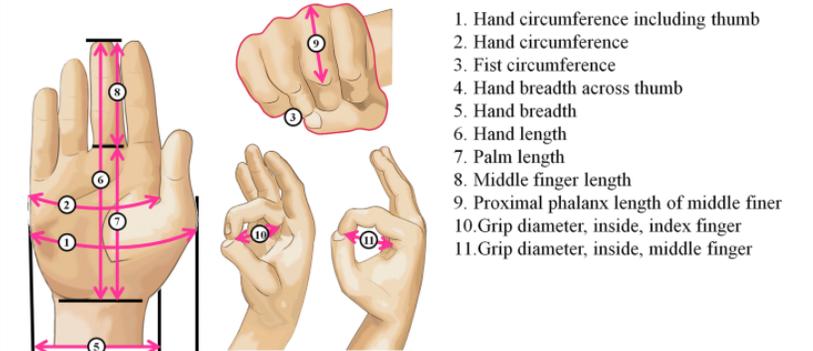


Ergonomics is the process of **designing** or arranging workplaces, products and systems so that they fit the people who use them. ... **Ergonomics** aims to improve workspaces and environments to minimise risk of injury or harm.

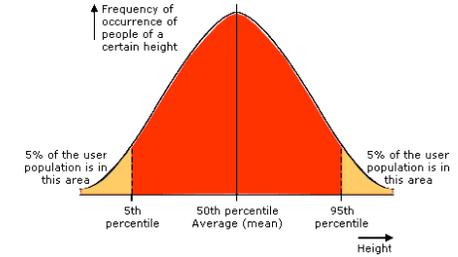


Anthropometrics is the practice of taking measurements of the human body and provides categorised data that can be used by **designers**.

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



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



Task

Find out about which ergonomic features are important for a range of different products eg. Kettle.



Key features of Commedia Dell Arte

Word	Definition
Commedia Dell Arte	An Italian style of theatre originating in the 16 th century.
Marked gesture	Using hands in an exaggerated way
Lazzi	A physical-based comedy routine which is cyclical (it starts where it ends)
Cross-talk	A dialogue-based comedy routine where one character becomes frustrated with the others stupidity.
Gibberish	A type of speech which is completely non-sensical

Key physical and vocal skills

Word	Definition
Posture	The way we hold ourselves
Spatial relationships	How far or close you are to other actors
Demeanour	A characters' attitude
Gait	A characters' energy
Gesture	Using your hands to communicate

For more information on Commedia Dell Arte, type 'The World of Commedia Dell Arte, National Theatre' into Youtube and watch the video.

If you want to develop your understanding of Commedia Dell Arte, type 'Oak National Academy' into Google. Click KS3, Drama and 'Commedia Dell Arte'.

Subject Specific Content (QLA W1)

What is a Utopia?

- This is a place of perfection - an imagined 'perfect' world.
- This could be a government, social (living) conditions, laws, environment.

What is a Dystopia?

- It is an imagined world where everything is 'imperfect'.
- It will often be set in the future. It will show a world that links to the fears of society - it may dehumanise people (where they are treated like objects or animals). It may show a harsh, cruel and often very controlling government.

Senses (QLAs W1 and W3):

See: *What can you see? Zoom in to the smallest details.*

Touch: *What textures could you feel? E.g. Coarse, cool, dusty, silky, gritty, slimy*

Smell: *What smells could you describe? E.g. Aroma, overpowering, faint, intoxicating*

Hear: *What sounds could you describe? E.g. Murmur, shrill, rustle, blare, piercing, thumping*

Taste: *What tastes could you describe? E.g. Nauseating, bitter, stale, tantalising, sour*

More information can be found at:

<https://classroom.thenational.academy/units/language-skills-fiction-writing-53fd>

Key Vocabulary, Spellings and Definitions (QLAs W1 and W3):

- 1) **Power** = When a person or group has the ability to do something or act in a particular way.
- 2) **Control** = When power is used to influence or direct another person's or an object's behaviour.
- 3) **Freedom** = When a person has the power or the right to speak, think or act as they want to.
- 4) **Totalitarian** = Those in power have complete control and do not allow people freedom to oppose (go against) them.
- 5) **Oppression** = When power is used in a way that is not fair or cruel.
- 6) **Indefinite** = When something will last for an unknown amount of time.
- 7) **Tremulous** = Describes when you are shaking or nervous
- 8) **Concept** = An abstract (not concrete) idea
- 9) **Post-Apocalyptic** = A world after an apocalypse (destroying of the world).
- 10) **Binary Opposition** = Where two opposites move the narrative (story) forward - e.g. good vs evil / light vs dark.

Vocabulary (QLA W3):

Colour Thesaurus:

- 1) **White** = ivory, salt, bone, pearl, porcelain
- 2) **Red** = scarlet, blood, ruby, cherry, mahogany
- 3) **Brown** = chocolate, mocha, cedar, caramel, tawny
- 4) **Grey** = graphite, charcoal, slate, ash, pewter
- 5) **Black** = raven, ink, midnight, coal, obsidian,

Subject Food and nutrition

Most common food waste items

1. **Lettuce**
2. **Bread**
3. **Fresh fruit**
4. **salad**



- Food grown in the UK
1. wheat;
 2. barley;
 3. oats;
 4. potatoes;
 5. sugar beet;
 6. vegetables;
 7. oil seed rape;
 8. fruits.



Topic: Food Provenance

Key vocab

Word	Definition
Seasonal	Foods that are only eaten at certain times of the year.
Transport	To carry / move ingredients and food products from one place to another.
Carbon Dioxide	A type of gas that is emitted when fossil fuel fumes are burnt and is contributing towards global warming.
Emissions	A term used to describe the gases given off when burning fossil fuels.
Environment	We have a huge impact on this when transporting foods from one place to another.
Local Produce	Food that is sourced from somewhere nearby.
Food Miles	The distance a food travels from where it is produced or grown to where it is sold.
Sustainable	A process or product that can be used without causing permanent damage to the environment.
Import	A term used to describe food being shipped over from abroad.

More info can be found here:

<https://www.foodfactoflife.org.uk/14-16-years/consumer-awareness-14-16-years/consumer-awareness/>

1. Consider your own household and create a mind map of the social and economic considerations that affect your food choice. Explain how different this might be to your grandparents at your age.
2. Explain why food provenance is important to some consumers. Include examples of UK food certification and assurance schemes.

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

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

Tornadoes
A tornado is a rapidly rotating column of air that is in contact with both the surface of the Earth and a cumulonimbus (thunder) cloud. Tornadoes can destroy buildings, flip cars, and create deadly flying debris. Tornadoes can happen anytime and anywhere bringing intense winds, over 200 MPH; and look like funnels.
Causes of tornadoes
Tornadoes form when warm moist air rises and cools with a layer of drier and colder air above. Towering thunder clouds develop into super cells. Winds from different directions cause air to rotate forming a funnel cloud, which drops from the sky and connects with the ground.
Responses to tornadoes
<ul style="list-style-type: none"> • Radio & tv stations provide emergency alerts. If your community has sirens, then become familiar with the warning tone. • Pay attention to weather reports. Meteorologists can predict when conditions might be right for a tornado. • Identify and practice going to a safe storm shelter in the event of high winds. Many homes in tornado alley have purpose built tornado shelters. The next best protection is a small, interior, windowless room on the lowest level of a sturdy building. • Take additional cover by shielding your head and neck with your arms and putting materials such as furniture and blankets around you.

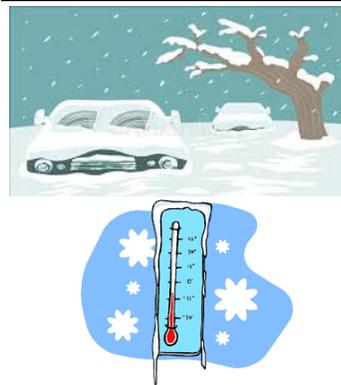
Anticyclones (heatwave 2003)	Depressions (Boscastle flood)												
Areas of high pressure Heatwave and drought in summer	Areas of low pressure Clouds, Heavy rain and strong winds												
<table border="1"> <thead> <tr> <th>Social</th> <th>Economic</th> <th>Environmental</th> </tr> </thead> <tbody> <tr> <td>Increased cases of asthma 2000 people lost their lives in the UK Heatstroke and sunburn People enjoying BBQs and social time</td> <td>Food prices increased due to crop failure Roads were damaged as tarmac melted Sales of ice cream, fans and sun cream increased</td> <td>Rivers and lakes dried up The lack of water resulted in plants and trees dying Wildlife lost their source of food Pollution levels were high</td> </tr> </tbody> </table>	Social	Economic	Environmental	Increased cases of asthma 2000 people lost their lives in the UK Heatstroke and sunburn People enjoying BBQs and social time	Food prices increased due to crop failure Roads were damaged as tarmac melted Sales of ice cream, fans and sun cream increased	Rivers and lakes dried up The lack of water resulted in plants and trees dying Wildlife lost their source of food Pollution levels were high	<table border="1"> <thead> <tr> <th>Social</th> <th>Economic</th> <th>Environmental</th> </tr> </thead> <tbody> <tr> <td>People were devastated by the loss of their homes and businesses. A lot of people were upset by the flood, some were terrified as they clung to roofs, awaiting rescue. Many suffered flashbacks</td> <td>58 properties were flooded and four were swept away. 20 B and B's and hotels had to shut and it took a long time to reopen 90% of Boscastle's income comes from tourism</td> <td>Many trees were destroyed as well as other vegetation. Pollution from the damaged cars went out to see Tonnes of sediment was washed down the river</td> </tr> </tbody> </table>	Social	Economic	Environmental	People were devastated by the loss of their homes and businesses. A lot of people were upset by the flood, some were terrified as they clung to roofs, awaiting rescue. Many suffered flashbacks	58 properties were flooded and four were swept away. 20 B and B's and hotels had to shut and it took a long time to reopen 90% of Boscastle's income comes from tourism	Many trees were destroyed as well as other vegetation. Pollution from the damaged cars went out to see Tonnes of sediment was washed down the river
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The Moore Tornado, Oklahoma: 20th May 2013

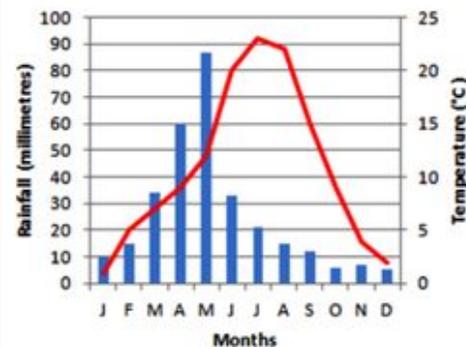
Travelled 14 miles, mostly through the densely populated city of Moore, Oklahoma. Spanned 1.1 miles in width and lasted 40 minutes. Killed 24 people and completely destroyed 300 homes. Caused \$2 billion worth of damage.



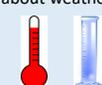
Geography: Weather Hazards Yr 9 Term 1



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



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



Alliances in 1914

The Triple Entente – Britain + France + Russia
The Triple Alliance – Germany + Austria-Hungary + Italy

1914 - TIMELINE: How did WW1 actually break out?

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

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

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

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

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

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

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

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

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

Challenge yourself to learn more about WW1 here:

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

Causes of WW1

MILITARISM

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

ALLIANCES

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

IMPERIALISM

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

NATIONALISM

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

TRENCH WARFARE

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

History – KPI 1: World War I

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

Music

Popular Music Part I

Key content

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

***Pop** - short to medium-length songs written in a basic format

***Rock** - Generally 'more aggressive' than Pop but also includes rock-ballads.

Diagrams:



Drum Kit

Electric guitar



Bass guitar



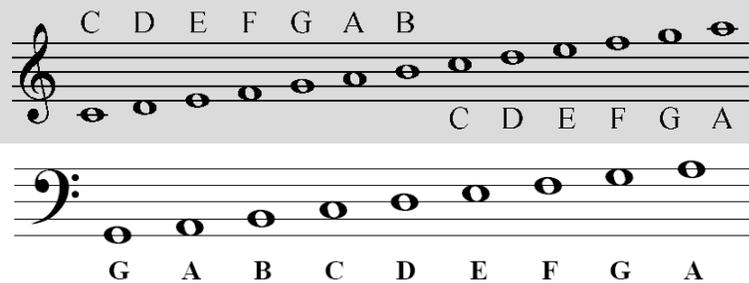
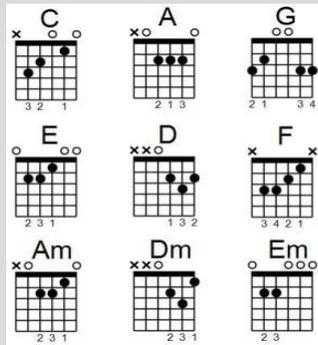
Acoustic guitar



Keyboard/
Synthesiser



Vocals
Backing Vocals



Note	Name	Beats
	Whole note	4 beats
	Half note	2 beats
	Quarter note	1 beat
	Eighth note	½ beat
	Sixteenth note	¼ beat

Key vocab

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

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



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

Key Content

Netball

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

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

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

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

Rugby

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

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

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

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

Key Vocab

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



6. PHYSICAL ME (Term 1)	
RULES AND REGULATIONS	
Know basic rules and regulations.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
SKILLS AND TECHNIQUES	
Perform basic skills and techniques	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
TACTICS AND STRATEGIES	
Perform some tactics and strategies needed for the sport.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Topic Name: Right & Wrong

Key word	Definition
Absolute morality	An action is absolutely right or wrong. There are no grey areas.
Relative morality	Something is right or wrong depending on the situation.
Ethics and morals	Ethics are specific rules and actions in life. Morals are guiding ideas that might influence someone's actions.
Religious sources of authority	Sources of authority that a religious person might turn to when deciding whether something is right or wrong, like the Bible or a vicar.
The Ten Commandments	A set of ten rules that a Christian follows when deciding the difference between right and wrong.
The Eightfold Path	A Buddhist teaching that tells Buddhists eight things that they should follow in order to decide what is right and wrong in life.
Animal rights and vivisection	Rights that animals should have. Vivisection is experimenting and operating on animals for scientific research.
Fertility treatments	A scientific way of an infertile couple being able to have a baby.
Euthanasia	Prematurely ending the life of someone who has a terminal illness.
Abortion	The premature termination of a pregnancy.

Useful websites for extended reading:

<https://www.bbc.co.uk/bitesize/guides/zypykat/revision/1>

<https://www.bbc.co.uk/bitesize/guides/z3fbwmn/revision/1>

<https://www.bbc.co.uk/bitesize/guides/zys3d2p/revision/1>

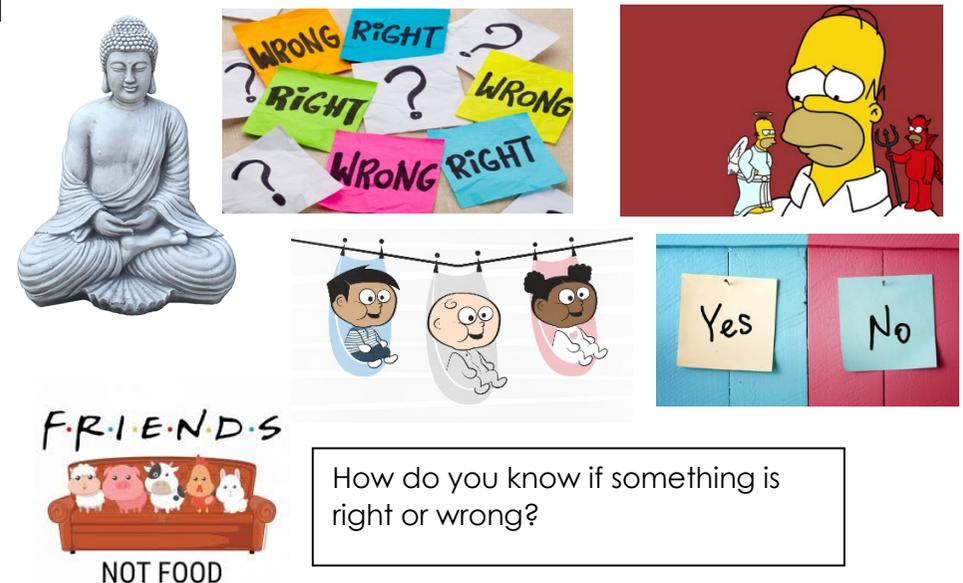
[https://www.bbc.co.uk/bitesize/guides/zcnp7p3/revision/4#:~:text=In%20vitro%20fertilisation%20\(IVF\)%20treatment&text=IVF%20involves%20giving%20a%20mother,a%20dish%20in%20the%20laboratory.](https://www.bbc.co.uk/bitesize/guides/zcnp7p3/revision/4#:~:text=In%20vitro%20fertilisation%20(IVF)%20treatment&text=IVF%20involves%20giving%20a%20mother,a%20dish%20in%20the%20laboratory.)

<https://www.bbc.co.uk/bitesize/guides/zfhf9j6/revision/1>

Key Content:

- 1) What is the difference between right and wrong?
- 2) How do we know if an action is right or wrong?
- 3) What **sources of authority** might someone turn to when judging what is right and wrong – for religious and non-religious people.
- 4) How might **The Ten Commandments** and **Eightfold Path** effect how a Christian and Buddhist acts?
- 5) Should animals have rights? Should they be used for cosmetic and medical research?
- 6) What are **fertility treatments**? Religious and non-religious views.
- 7) What is **euthanasia**? Religious and non-religious views.
- 8) What is **abortion**? Religious and non-religious views.

Have a look at the websites below to add to your understanding of moral issues and religious views on them.



How do you know if something is right or wrong?

Adaptations

Structural adaptations: features of the organisms' body, e.g. colour for camouflage

Behavioural adaptations: how the organism behaves e.g. migration to a warmer climate during colder seasons

Functional adaptations: the way the physiological processes work in the organism e.g. lower metabolism during hibernation to preserve energy

A plant or animal will not physically change to adapt in its lifetime. Instead, there is a natural variation within the species and only the organisms whose features are more advantageous in the environment survive. The survivors then go on to reproduce and pass on their features to some of their offspring. The offspring inherit these advantageous features and are better equipped to survive. Charles Darwin described this as '**survival of the fittest**'.

Competition:

Species will compete with one another and also within their own species to survive and reproduce.

Mutualism occurs when both species benefit from a relationship.

Parasitism occurs when a parasite only benefits from living on the host.

Animals compete for resources such as food, water and space/shelter. They may also compete within their own species for mates.

Plants compete for resources including light, water, space and minerals.

Word	Definition
Adaptation	Adaptations are specific features of an organism which enable them to survive in the conditions of their habitat.
Competition	the rivalry between or among living things for territory, resources, goods, mates, etc.
Food chain	a list of organisms in a habitat that shows their feeding relationship
Nutrient cycle	a system where energy and matter are transferred between living organisms and non-living parts of the environment

Required practical: quadrats

Quadrats can be used to measure the frequency of an organism in a given area e.g. the school field. You can count the individual organism or estimate the percentage cover. Quadrats should always be placed randomly.

Ways to maintain ecosystems and biodiversity:

- Breeding programmes
- Conservation programmes to protect and preserve specialised ecosystems and habitats
- Reintroduction of hedgerows and field margins on agricultural land
- Sustainable forestry programmes help to manage woodlands and reduce the deforestation to a sustainable rate
- Encouraging recycling and reusing products and packaging to reduce the household waste.

Deforestation and land use:

Humans use land for buildings, quarrying, mining, agriculture and landfill. As the human population increases and we take more land, there is less space for other organisms to live.

Deforestation (to use wood as a fuel/material or to clear space for other uses) destroys habitats where other organisms live.

Peat bogs are produced when decomposition occurs over a very long time. Peat stores a lot of carbon and can be extracted for use by gardeners or as an energy source. Burning peat releases a lot of carbon dioxide into the atmosphere which contributes to the greenhouse effect.

Trees absorb carbon dioxide for photosynthesis, so as they are cut down and removed, less CO₂ is taken from the atmosphere. Furthermore, when they are burned, they release the CO₂ back into the atmosphere.



Combined science
HT – biology –
ecology

Introductions

me llamo – I'm called
se llama – (he/she) is called
se llaman – (they) are called
tengo x años – I have (am) x years old
tiene x años – he/she has (is) x years old
tienen x años – they have (are) x yrs old



Year 9 Spanish – my relationships with others



“No creo en Dios así que no voy a casarme por la iglesia”
 I don't believe in God, so I'm not going to get married in church.

Descriptions of body parts

Tener – to have
tengo – I have
tiene – you have
tiene – he/she has
tenemos – we have
tenéis – you have
tienen – they have

el pelo
 hair

Note word order – adjective AFTER noun

los ojos
 eyes

marrón – brown
castaño – dark brown
rubio – blond
gris – grey
corto – short
largo – long
rizado – curly
ondulado – wavy

castaños – dark brown
marrones – brown
verdes – green
azules – blue
grises – grey
pequeños – small
grandes – big

Using other tenses

Nací en – I was born in
Cumplí dieciséis años en abril – I turned 16 in April
Solía tener el pelo más largo – I/he/she used to have longer hair
Voy a cumplir dieciséis años en junio – I'm going to turn 16 in June
Pronto va a ser calvo – Soon he is going to be bald
Voy a ser más trabajador/a en el futuro – I'm going to be more hardworking in the future

Other descriptive phrases:

llevo gafas / lleva gafas – I wear glasses / he/she wears glasses
suelo / suele llevar gafas – I/he/she tends to wear glasses
para leer / para conducir / para ver la tele – to read / to drive / to watch TV
solía llevar gafas pero ahora llevo / lleva lentes de contacto – I/he/she used to wear glasses but now I/he/she wears contact lenses

“Cuando me case, será para toda la vida.” When I get married, it will be for life.



está – he/she is
casado/a (con) – married (to)
soltero/a – single
divorciado/a – divorced
separado/a – separated
enamorado/a (de) – in love (with)
jubilado/a – retired
muerto/a – deceased

es – he/she is
viudo/a – a widow(er)

la gente - people

mi padre – my dad **mi madre** – my mum
mi padrastro – my stepdad
mi madrastra – my stepmom
mi hermano – my brother **mi hermana** – my sister
mi hermanastro – my stepbrother
mi hermanastra – my stepsister
mi primo – my cousin (m) **mi prima** – my cousin (f)
mi abuelo – my g/father **mi abuela** – my g/mother
mi sobrino – my nephew **mi sobrina** – my niece
mi tío – my uncle **mi tía** – my aunt
mis padres – my parents **mis abuelos** – my g/parents
mis hermanos – my brothers / siblings (m+f)
mis hermanas – my sisters
mis primos – my cousins (m or mixed)
mis primas – my cousins (f)
mis tíos – my aunt and uncle or my uncles
mi (mejor) amigo – my (best) friend (m)
mi (mejor) amiga – my (best) friend (f)
mi hijo / mi hija – my son / my daughter
mi nieto / mi nieta – my grandson/ my granddaughter
mi bisnieto / mi bisnieta – my great grandson/ my great grand daughter
mi vecino / mi vecina – my neighbour (m/f)

¿Cuál es la cualidad más importante en una pareja? What is the most important quality in a partner?
Tiene que ser – he/she has to be... (+ adjective)

Descriptions of people

Ser – to be
soy – I am
eres – you are
es – he/she is
somos – we are
sois – you are
son – they are
Quiero que mi futura pareja sea... – I want my future partner to be...

alto/a/os/as – tall
bajo/a/os/as – short
delgado/a/os/as – slim
gordo/a/os/as – fat
calvo/a/os/as – bald
guapo/a/os/as – attractive
comprensivo/a/os/as – understanding
feo/a/os/as – ugly
divertido/a/os/as – fun
honrado/a/os/as – honest

Use the adjective for who you are describing – male/female; singular/plural. They are given in this order: m/f/mp/fpl or sing/pl

For nuance:

puedo ser – I can be
puede ser – (he/she) can be
pueden ser – (they) can be
suelo ser – I tend to be
suele ser – (he/she) tends to be
suelen ser – (they) tend to be
parece – he/she seems
parecen – they seem

maduro/a/os/as – mature
estricto/a/os/as – strict
travieso/a/os/as – naughty
sensato/a/os/as – sensible
egoista/s – selfish
amable/s – friendly
fuerte/s – strong
triste/s – sad
feliz / felices – happy

Relationships

(no) me llevo – I (don't) get on
fenomenal – brilliantly
bien – well
mal – badly
fatal – dreadfully
con – with
no soporto a – I can't bear
no aguanto a – I can't stand
(no) discutimos – we (don't) argue
(no) peleamos mucho – we (don't) fight a lot



¿Quieres casarte? Do you want to get married?

habrador/habladora/habladores/habladoras – talkative/chatty
encantador/encantadora/encantadores/encantadoras – lovely/charming
trabajador/trabajadora/trabajadores/trabajadoras – hardworking



somos amigos/as desde hace cinco años – we've been friends for 5 years
nos conocemos desde hace dos años – we've known each other for 2 years
nos conocimos en la escuela primaria – we met at primary school

“No quiero tener hijos: no tengo la paciencia necesaria”. I don't want kids because I don't have the necessary patience.

“Hoy en día muchas parejas viven juntas y estoy de acuerdo con esto.”
 Nowadays many couples live together and I agree with this.

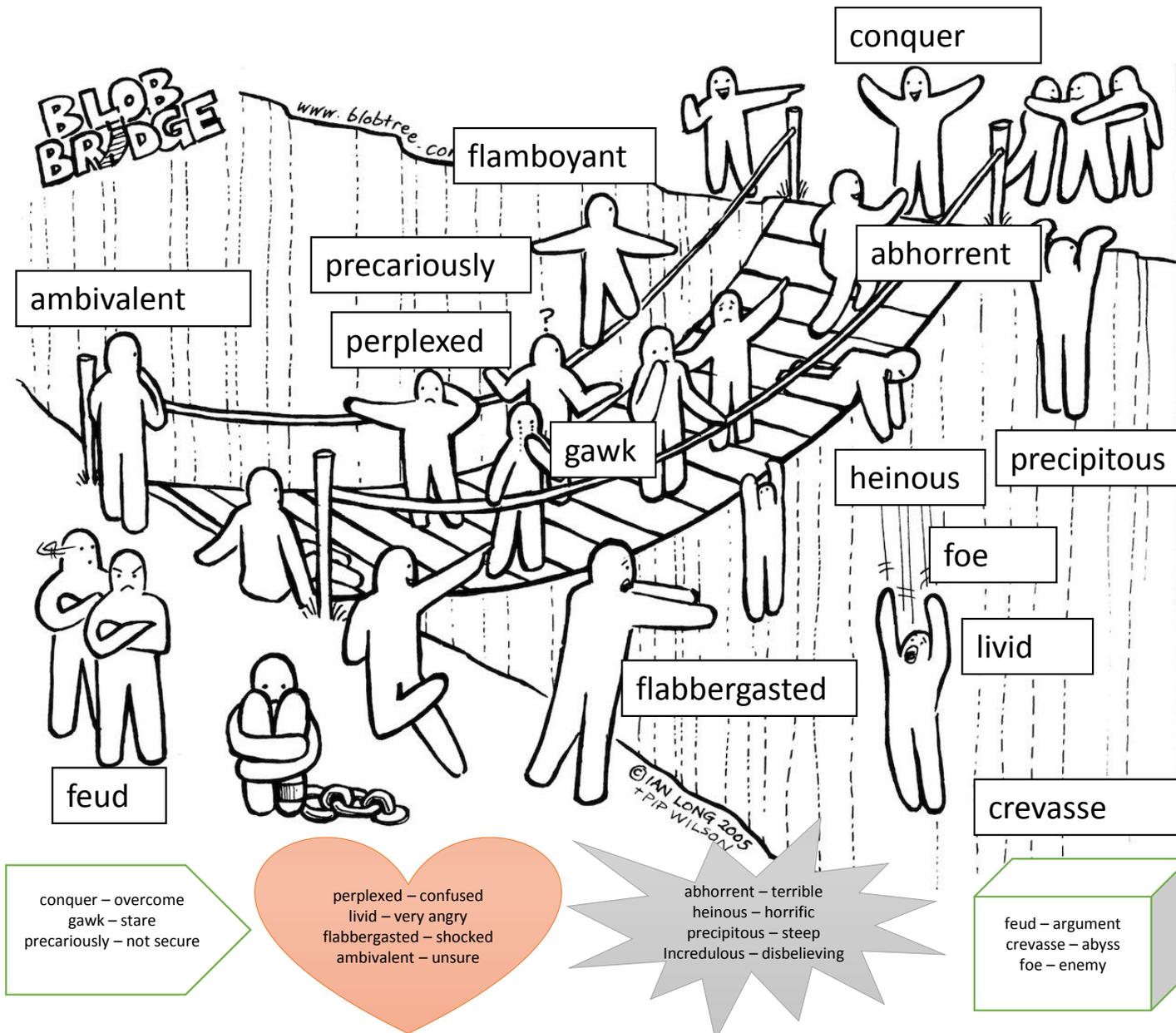
Marriage and Relationships

el beso – the kiss **una boda** – a wedding **el amor** – love **el anillo** – the ring
 echar de menos a – to miss someone **estar enamorado/a** – to be in love **mi**
 pareja – my partner (m/f) **mi marido / mi esposo** – my husband
 mi mujer / mi esposa – my wife **el matrimonio** – marriage
 mi novio – my boyfriend / fiancé **mi novia** – my girlfriend / fiancée
 casarse – to get married
 en el futuro – in the future **cuando tenga x años** – when I'm x yrs old
 después de terminar mis estudios / mi carrera universitaria / mi aprendizaje – after finishing my studies / my university course / my apprenticeship

Quiero – I want
Me apetece – I want
Tengo ganas de – I want
Voy a – I'm going to
Tengo la intención de – I intend

casarme – to get married
estar soltero/a – to be single
tener hijos – to have children
vivir con alguien – to live with someone
vivir solo/sola – to live alone
encontrar un pareja – to find a partner
romper con mi novio – to break up with my b/f

“A mi ver el matrimonio es importante ya que te da estabilidad.”
 In my view marriage is important because it gives you stability.
“Para mí no es necesario casarse y es una pérdida de dinero”.
 For me it's not necessary to get married and it's a waste of money.



As blob stood by the start of the bridge he felt completely **ambivalent**, could he possibly make it across in one piece? He could see that on the other side, arms wide with pride, blob had clearly managed to **conquer** his fears and crossed the bridge successfully. However, there were those who clung on with a **perplexed** expression and he wondered what they had to be so puzzled about.

Perhaps they (as to be honest, he was) were questioning the risky and **flamboyant** choice of blob balanced so **precariously** on the rope of the bridge. With such a steep **precipitous** edge and deep **crevasse** to fall into, it did seem a rather foolish idea. It was almost certainly this that had **exacerbated** his **trepidation** over setting foot on the bridge.

Blob was so focused on the left side of the bridge that he failed to notice the **abhorrent** act of another blob who had pushed his **foe** over the edge! With a **livid** cry, his enemy hurtled to the ground! This **heinous** act was witnessed by a **flabbergasted** blob who instinctively stretched out his arms in vain, but knew there was no hope of saving him.

It was quite **incredulous** to think that not more blob's had tried to help! Although for some, the **feud** they were having with their friend had taken their attention away from everything. For others, they ought to stop **gawking** at the lost blob and focus on saving the other clinging on to the bridge!

LAST PAGE