Year 9

Cycle 2 Assessments

Revision Support

In this booklet, you will find **tips for parents**, **knowledge organisers** and **'what I need to know'** checklists for each subject.

Use these to support your preparation for assessments. These begin on **Monday 11th February 2019** and will take place in lesson time.

Five simple revision tips for parents

Exam season is fast approaching and you're probably feeling the pressure of trying to help your child prepare. We've compiled some revision tips to help you banish the stress of exam prep.

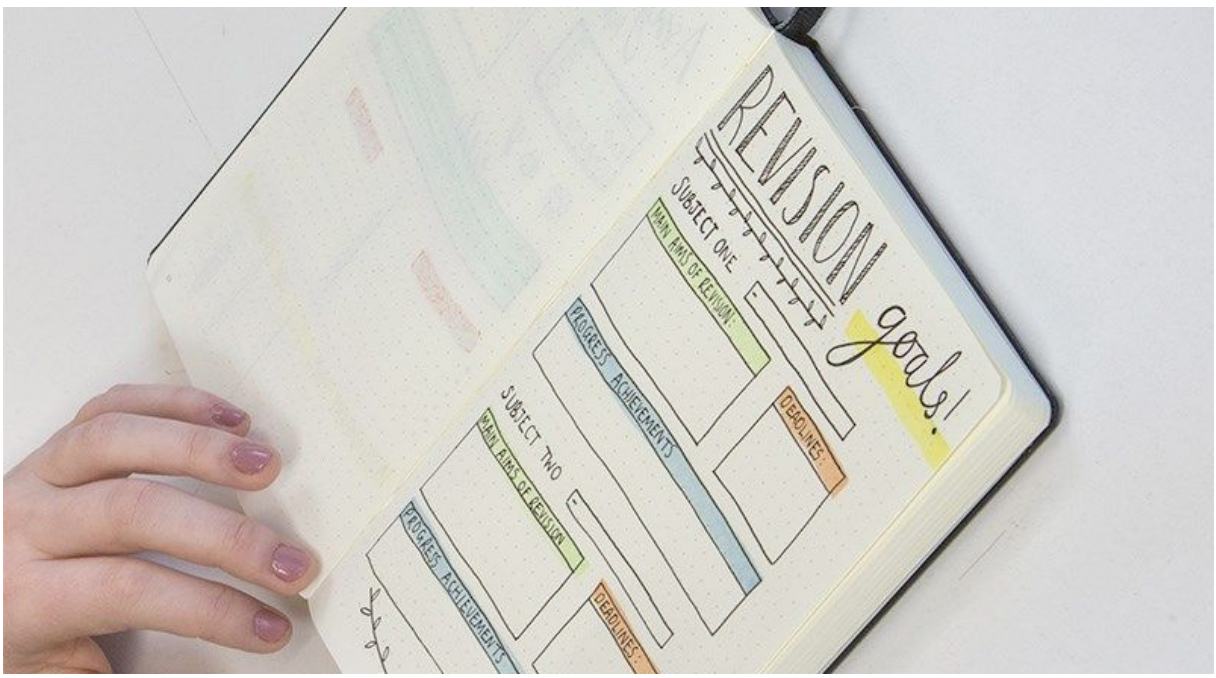
1- Establish effective study habits

Help your child create a study plan early on (this will make you aware of their exam dates too), making sure it is realistic and achievable to avoid de-motivation. Planning in advance will also help avoid ineffective cramming sessions further down the line. Encourage them to use a weekly planner so they are accountable for their work. Don't micro-manage. Provide extra support if they need or ask for it.

2- Take a break!

Don't try and force them to work for hours at a time. Their concentration span is limited and it will hinder the success of their revision if they are trying to do mammoth sessions. Suggest the use of a timer as well as regularly changing revision subject, to avoid getting stuck in a rut. Check out our Pomodoro video as it's a really simple way for students to manage their time effectively:

https://youtu.be/RlidoiSrpB0



Parent Tips

3- Practise past papers

Past papers encourage your child to think contextually, rather than just trying to memorise an entire text book. You can help by creating a realistic, timed, exam scenario when they are completing practice papers .This will encourage them to get used to working under pressure and develop exam strategies, helping them feel less anxious on the day.

4- Watch for signs of frustration

It's important that your child is in the right frame of mind for revising. If they are struggling over something in particular, it may be best to park it for the night, reassess the next day and break it down into manageable chunks. Look out for stress and worry over exams that have been and gone. Be sure to ask them how their exam went, then shift their focus to what's coming up next and encourage them to say in a positive mind-set. It is important to remember the role of a healthy diet, plenty of water and exercise in keeping a healthy outlook on exams.

5- Ask for help

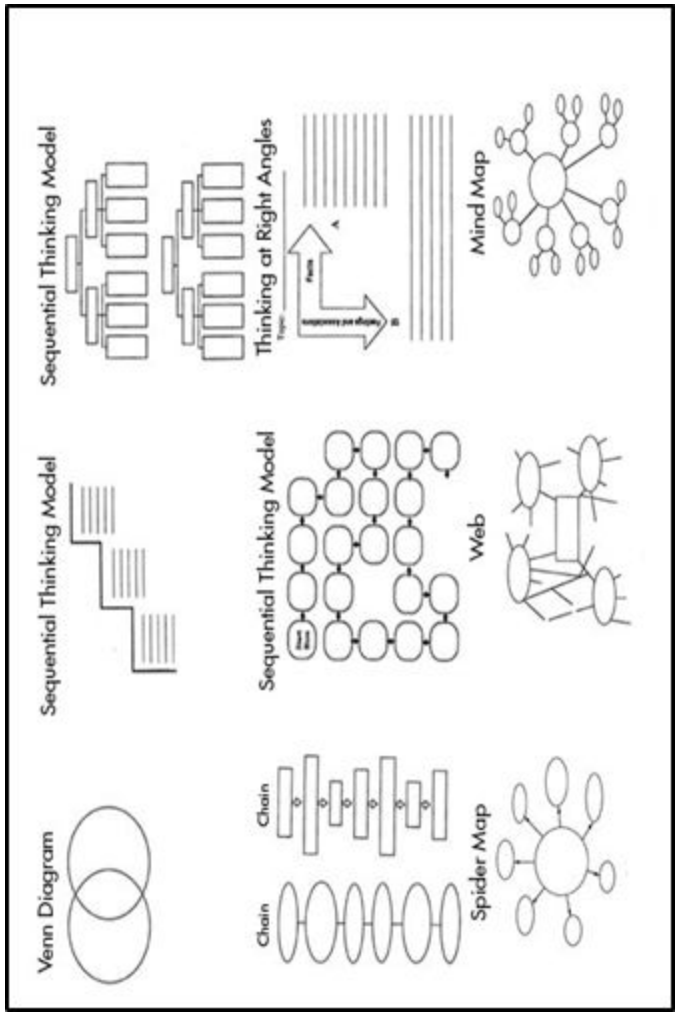
If you are working closely with your child to help them study, but feel the work is beyond your own skill set, it may be worth seeing if there is another family member who can assist. Or, if you feel this may be a long term issue and your child needs extra support, it may be worth hiring a private tutor to help improve your child's understanding of the subject. Alternatively there is lots of free support online, offering revision help for a huge range of subjects. Don't forget- teachers are just at the end of a phonecall and are ALWAYS happy to help!

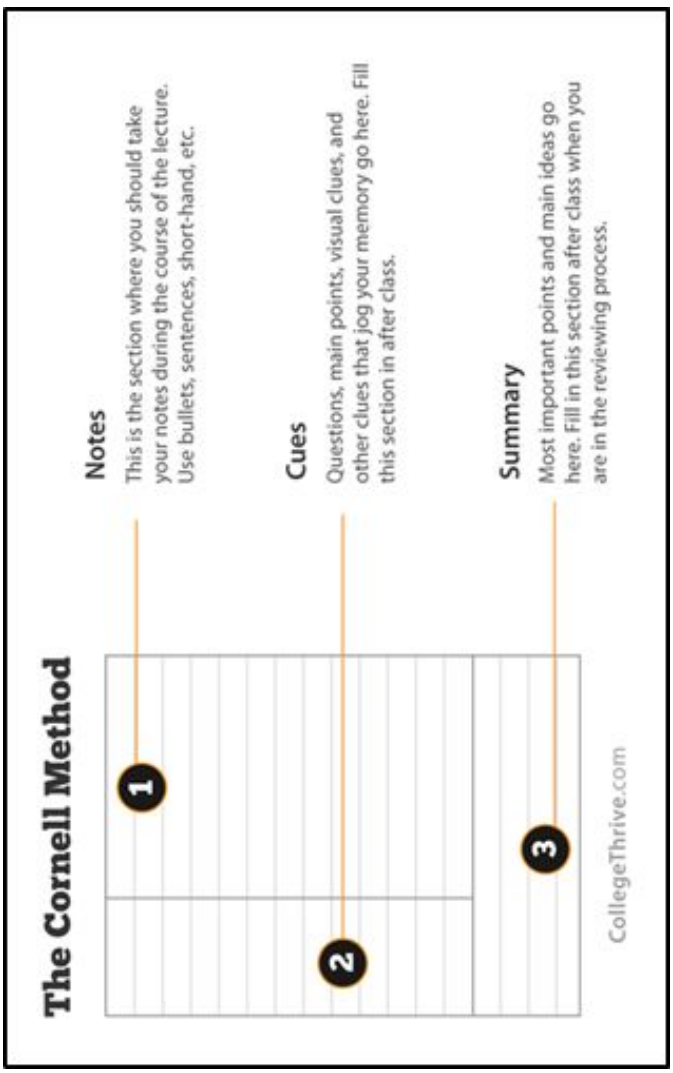
TOP TIPS

Use these knowledge organisers to revise for your assessment. Try:

- practice questions;
- getting someone to quiz you;
- making flashcards to use when quizzing;
- graphic organisers (see right);
- the Cornell method (see right);
- talk for a minute on the given term/topic – no pauses, no hesitations. Slips or repetitions or micro pauses lose a ‘life’ – three strikes and you’re out!

- Ask someone at home to use the ‘what I need to know’ checklists to test you on what you have learned.





Weekly Revision Timetable

Name: _____

Day	9:00 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00 – 1:00	1:00 – 2:00	2:00 – 3:00	3:00 – 4:00	4:00- 5:00	5:00 – 6:00	6:00 – 7:00	7:00 – 8:00	8:00 – 9:00	9:00 – 10:00
Monday													
Tuesday													
Wednesday													
Thursday													
Friday													
Saturday													
Sunday													

School Day

***Remember: make sure you give yourself breaks and allow time to relax and do the things your want to do and enjoy doing.*

Year 9

English

Year 9 English Revision

What I Must Know (Writing)			
How to plan for my writing question			
The techniques of DAFOREST and how to effectively apply them in my writing			
The purpose, audience and form of my writing and how to effectively apply them to my writing			
The different forms of non fiction writing.			
How to apply punctuation for effect			
How to apply relevant sophisticated vocabulary in my writing			

What I Must Know (Reading)			
Know and understand language and structure techniques			
How to annotate a text to identify language and structure techniques			
How to analyse language and structure techniques in relation to the question (how and why has the writer used them)			
Expand my sentences/paragraphs to ensure I write a lot about a little			
Use evaluative verbs effectively			
Comment on the writer's meaning and how that makes me feel			

Year 9 Knowledge Organiser – Approaching Unseen Texts

Language Subject Terminology Word Classes	
Noun	Identifies a person, thing, idea or state. A naming word
Verb	Describes an action, event situation or change
Adjective	Describes a noun
Adverb	Gives information about a verb or another adverb
Sentence Structure	
Fragment	An incomplete sentence (no subject or verb agreement)
Simple	A sentence with one independent clause.
Compound	A sentence with multiple independent clauses.
Complex	A sentence with one independent clause and at least one dependent clause.
Language Techniques	
Diction	The writer's choice of words
Hyperbole	The use of exaggeration
Imagery	When the writer creates a mental picture within the reader's mind
Irony	Similar to sarcasm, where the opposite is implied
Juxtaposition	Two contrasting ideas running alongside to each other
Rule of Three	A list of three connected ideas
Metaphor	Something presented as something else
Oxymoron	Contradictory terms together
Personification	Giving something non-human, human qualities
Repetition	When a word phrase or idea is repeated
Semantic Field	A set of words from a text related in meaning
Syntax	The way words and phrases are arranged
Simile	Comparing two objects using as or like
Onomatopoeia	

Structural Subject Terminology Types of Narrator	
Limited 3rd Person	External character with the knowledge of one character's feelings (he)
Omniscient 3rd Person	External narrator – knowledge of more than one character's feelings
1st Person	Told from a character perspective
2nd Person	Directed to the reader
Narrative Styles	
Linear	Evets that are told chronologically
Non-linear	Events are not told chronologically
Dual Narrative	Told from multiple perspectives
Cyclical	Ends the same way as it begins
Structural Techniques	
Atmosphere	The mode or tone set by the writer
Setting	The surrounding in which the extract is set
Dialogue	The lines spoken by characters
Tension	The feeling of emotional strain
Flashback	Presents past events relevant to the extract
Flash-forward	Presents future events
Foreshadowing	Hints at what might be to come
Motif	Recurring element in the story
Exposition	The start where ideas are created
Climax	The most intense/ decisive point
Resolution	The solution to the conflict

This quotation / Reference			Effect on the reader		
Achieves	Advances	Affects	Believe	Consider	Decide
Allows	Alludes to	Builds	Discover	Realise	Understand
Confirms	Conveys	Denotes	Appreciate	Conclude	Visualise
Develops	Demonstrates	Displays	Sympathise	Empathise	sense
Encourages	Enhances	Establishes	Wish	Assume	Track
Exemplifies	Explains	Explores	Build	Question	Picture
Exposes	Forces	Generates	Compare	Focus	Perceive
Highlights	Hints	Identifies	Contrast	Clarify	Know
Ignites	Illustrates	Impacts	Discover	Think	Feel
Implies	Involves	Justifies	Examine	Note	Imagine
Juxtaposes	Leads to	Maintains	Identify	Pity	
Manifests	Notifies	Offers	**It is important to understand the meaning of each evaluative verb as they all have different meanings for example:** This **suggests** is not the same as this **progresses.**		
Portrays	Presents	Produces			
Progresses	Promotes	Prompts			
Provokes	Questions	Represents			
Reveals	Shows	Signifies	**Top Tip** – Instead of saying **this quotes suggests** simply say **suggesting.** **This quotes suggests that our writing will sound more fluent.** **Suggesting that our writing sound will sound more fluent.**		
Sparks	Suggests	Supports			
Symbolises	Transforms	Triggers			
Validates	Verifies	Yields			

Year 9 Writing Knowledge Organiser

Planning and Writing

Spend at least 10 minutes planning your response.

1. Underline the purpose/audience and form the question is asking you to write for.
2. Create an XXOX plan clearly stating your argument and counter argument in each paragraph. Make a note of which persuasive techniques you are going to use in each paragraph.
3. Open with a rhetorical question, controversial idea or an emotive imagery and return to this idea at the end of your writing.

Writing your response:

1. Write each paragraph sticking to your XXOX plan.
2. Use each persuasive technique you have listed and cross it off as you use it in your writing.
3. Vary your sentence openers.

- **Verb**: ing / ed word
- **Adverb:** ly word
- **Preposition:** On/ next to / under / near
- **Adjectives**: describing word

4. Vary your punctuation:

- **Semi-colon** (use instead of the words because, but, and.)
- **Brackets**: to provide additional information
- **Colon** to introduce a list
- **Comma**: to mark lists and clauses
- **Exclamation mark:** to emphasise
- **Question mark**: when writing questions
- **Full stop:** At the end of every sentence (followed by a CAPITAL LETTER)

5. Use sophisticated vocabulary.

6. Proofread – Have you done all of the above? Does your writing make sense? DO you think it is interesting? Have you written in clear paragraphs?

AFOREST – Persuasive Techniques

D	Direct Address	Speaking directly to the audience using pro-nouns
A	Alliteration	The rides at the the theme park are fun, fast and furious.
F	Facts	The theme park is the largest in the UK.
O	Opinions	It is the best theme park in the UK.
R	Repetition/ Rhetorical questions	Do you want to miss out on the fun this summer? Do you sample the best rollercoasters in the UK? Do you want mind blowing rides and thrills?
E	Emotive language/ Exaggeration	If I couldn't attend the school trip to the theme park I would be absolutely heart broken, devasted!
S	Statistics	Nine out of ten people love this theme park.
T	Triplet (rule of three)	It's fun, fun, fun at the theme park. The queues are long, squashed and mind numbing.

Writing to Argue	Writing to Inform/Advise	Writing to Persuade	Writing to Explain
DAFOREST • Formal language • People's opinions • Specific examples of situations • Range of points • Counter argument 'O' • A strong conclusion	DAFOREST • Formal language • Use of pronouns to involve the audience • Suggestions to the audience advising them about their problem • Use modal verbs (should, could, might) • Raise questions and give answers	DAFOREST • Emotive language • Pronouns to involved the audience • Attempt to shock the reader • Vary your choice of adjectives and adverbs • Range of argumentative points	DAFOREST • Formal language • A range of reasons • Appropriate detail • A range of responses to 'why' • A range of responses to 'how' • Expanded points that link • A strong conclusion

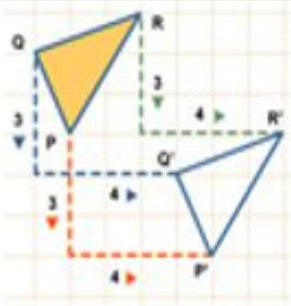
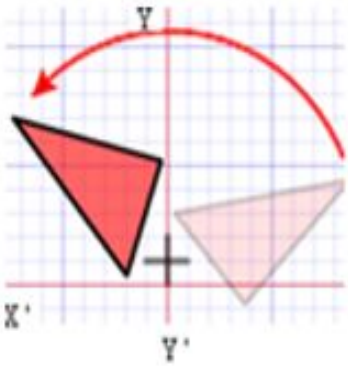
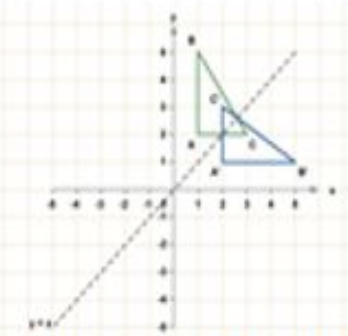
Year 9

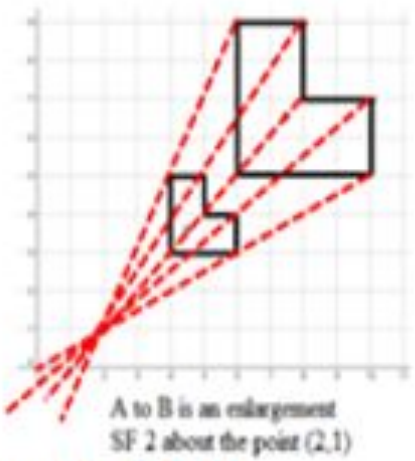
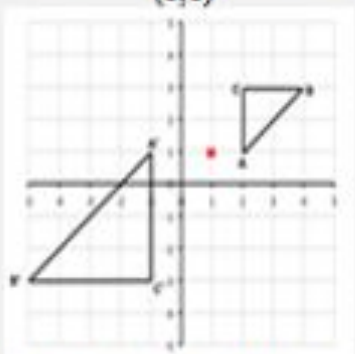
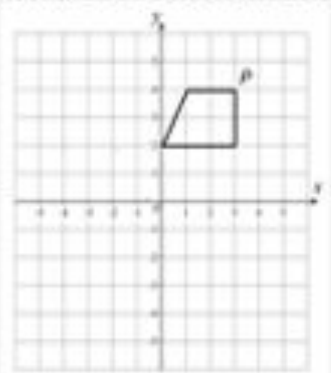
Mathematics

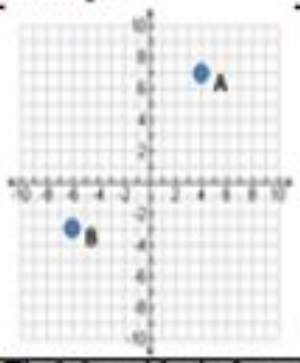
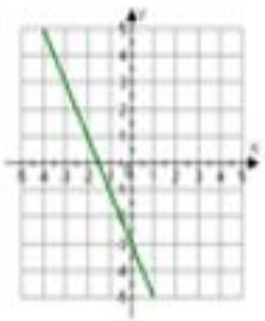
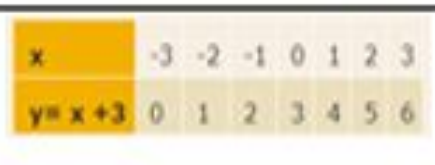
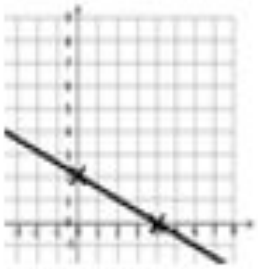
Year 9 Maths Revision

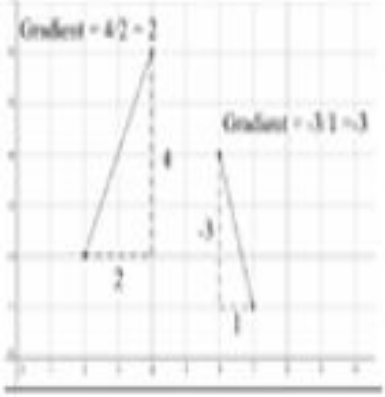
What I Must Know			
Interpret mathematical relationships both algebraically and graphically e.g. basic direct and inverse proportion and real life graphs.			
Reduce a given linear equation in two variables to the standard form y = mx + c. Calculate and interpret gradients and intercepts of graphs of such linear equations. Find equations of lines.			
Recognise linear sequences and generate nth term.			
Recognise and generate geometric sequences.			
Identify properties of, and describe the results of translations.			
Identify properties of, and describe the results of reflections.			
Identify properties of, and describe the results of rotations.			
Use scale factors, scale diagrams and maps. Draw and measure line segments and angles, including interpreting scale drawings and use of bearings.			

Year 9 Maths Revision

Topic/Skill	Definition/Tips	Example
1. Translation	**Translate** means to **move a shape**. The shape does not change **size** or **orientation**.	
2. Column Vector	In a column vector, the **top** number moves **left (-) or right (+)** and the **bottom** number moves **up (+) or down (-)**	$\begin{pmatrix}2\\3\end{pmatrix}$ means '2 right, 3 up' $\begin{pmatrix}-1\\-5\end{pmatrix}$ means '1 left, 5 down'
3. Rotation	The size does not change, but the **shape** is **turned around a point**. Use tracing paper.	Rotate Shape A 90° anti-clockwise about (0,1) 
4. Reflection	The size does not change, but the shape is '**flipped**' like in a **mirror**. Line $x = ?$ is a **vertical line**. Line $y = ?$ is a **horizontal line**. Line $y = x$ is a **diagonal line**.	Reflect shape C in the line $y = x$ 
5. Enlargement	The shape will get **bigger or smaller**. Multiply each side by the **scale factor**.	Scale Factor = 3 means '3 times larger = multiply by 3' Scale Factor = ½ means 'half the size = divide by 2'

6. Finding the Centre of Enlargement	Draw **straight lines** through **corresponding corners** of the two shapes. The centre of enlargement is the point **where all the lines cross over.** Be careful with negative enlargements as the corresponding corners will be the other way around.	
7. Describing Transformations	Give the following information when describing each transformation: Look at the number of marks in the question for a hint of how many pieces of information are needed. If you are asked to describe a 'transformation', you need to say the **name of the type of transformation** as well as the other details.	**- Translation, Vector** **- Rotation, Direction, Angle, Centre** **- Reflection, Equation of mirror line** **- Enlargement, Scale factor, Centre of enlargement**
8. Negative Scale Factor Enlargements	Negative enlargements will **look like they have been rotated.** $SF = -2$ will be rotated, and also twice as big.	Enlarge ABC by scale factor -2, centre (1,1) 
9. Invariance	A point, line or shape is invariant if it **does not change/move** when a transformation is performed. An invariant point 'does not vary'.	If shape P is reflected in the $y-axis$, then exactly one vertex is invariant. 

Topic/Skill	Definition/Tips	Example
1. Coordinates	Written in pairs. The first term is the x-coordinate (movement across). The second term is the y-coordinate (movement up or down)	 A: (4,7) B: (-6,-3)
2. Midpoint of a Line	Method 1: add the x coordinates and divide by 2, add the y coordinates and divide by 2 Method 2: Sketch the line and find the values half way between the two x and two y values.	Find the midpoint between (2,1) and (6,9) $\frac{2+6}{2} = 4$ and $\frac{1+9}{2} = 5$ So, the midpoint is (4,5)
3. Linear Graph	**Straight line** graph The general equation of a linear graph is $y = mx + c$ where m is the gradient and c is the y-intercept. The equation of a linear graph can contain an x-term, a y-term and a number.	Example:  Other examples: $x = y$ $y = 4$ $x = -2$ $y = 2x - 7$ $y + x = 10$ $2y - 4x = 12$
4. Plotting Linear Graphs	Method 1: Table of Values Construct a table of values to calculate coordinates. Method 2: **Gradient-Intercept Method** (use when the equation is in the form $y = mx + c$) 1. Plots the y-intercept 2. Using the gradient, plot a second point. 3. Draw a line through the two points plotted. Method 3: **Cover-Up Method** (use when the equation is in the form $ax + by = c$) 1. Cover the x term and solve the resulting equation. Plot this on the $x-axis$. 2. Cover the y term and solve the resulting equation. Plot this on the $y-axis$. 3. Draw a line through the two points plotted.	   $2x + 4y = 8$

5. Gradient	The gradient of a line is how steep it is. **Gradient =** $\frac{\textit{Change in } y}{\textit{Change in } x} = \frac{\textit{Rise}}{\textit{Run}}$ The gradient can be positive (sloping upwards) or negative (sloping downwards)	
6. Finding the Equation of a Line given a point and a gradient	**Substitute** in the **gradient** (m) and **point** (x,y) in to the equation $y = mx + c$ and **solve for c**.	Find the equation of the line with gradient 4 passing through (2,7). $y = mx + c$ $7 = 4 \times 2 + c$ $c = -1$ $y = 4x - 1$
7. Finding the Equation of a Line given two points	Use the two points to **calculate the gradient**. Then **repeat the method above** using the gradient and either of the points.	Find the equation of the line passing through (6,11) and (2,3) $m = \frac{11-3}{6-2} = 2$ $y = mx + c$ $11 = 2 \times 6 + c$ $c = -1$ $y = 2x - 1$
8. Parallel Lines	If two lines are **parallel**, they will have the **same gradient**. The value of m will be the same for both lines.	Are the lines $y = 3x - 1$ and $2y - 6x + 10 = 0$ parallel? Answer: Rearrange the second equation in to the form $y = mx + c$ $2y - 6x + 10 = 0 \rightarrow y = 3x - 5$ Since the two gradients are equal (3), the lines are parallel.

Year 9

Science

Year 9 Science Revision

What I Must Know- Chemistry			
Describe: Atoms, Elements, Compounds and Mixtures.			
Describe: Ionic bonding and giant ionic structures.			
Describe: Covalent bonding and giant covalent structures.			
Describe: Graphenes and Fullerenes.			
Describe: Metallic Bonding.			
Identify: The main groups of the periodic table and the properties of the elements that belong to each of these groups.			
Identify: Elements in groups 1, 7 and 0.			
Identify: Different separating techniques. Including: Filtration, Distillation, Fractional Distillation, Crystallisation and Chromatography.			
Explain: Why the model of the atom has evolved.			

Year 9 Science Revision

What I Must Know- Chemistry			
Explain: How the periodic table developed from Dalton to Newlands to Mendeleev.			
Explain: The trends in reactivity of the elements in group 1 – the Alkali Metals and group 7 – The Halogens.			
Explain: How metal alloys are formed.			
Define: Atoms, Ions and Isotopes.			
Calculate: The number of neutrons in an atom.			
Label: atom.			
Label: Electron configuration diagrams.			
State: Numbers of protons, neutrons and electrons using the information for elements given in the periodic table.			
State: The difference in melting and boiling points of elements within group 1 and group 7.			

Year 9 Science Revision

Equations to learn in this topic:

Number of neutrons = mass number – atomic number (proton number)

Alkali Metal + Oxygen → Metal Oxide

Alkali Metal + Halogen → Metal Halide

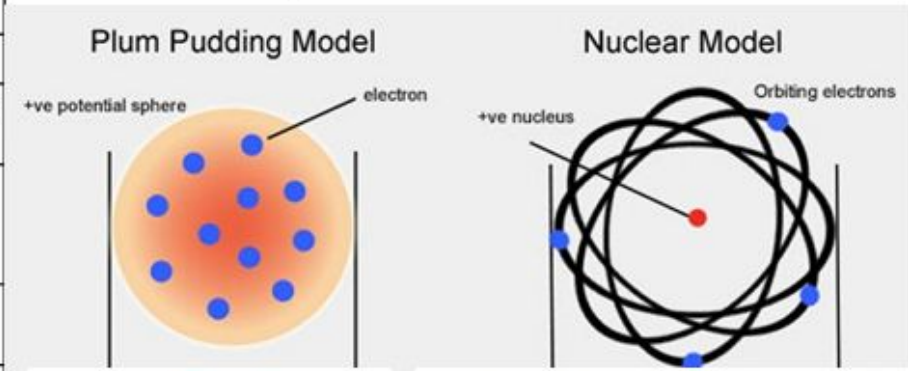
Alkali Metal + Water → Metal Hydroxide + Hydrogen

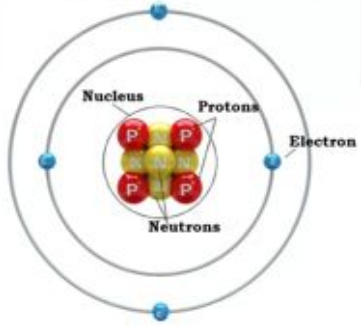
Knowledge Organiser – Atomic Structure and the Periodic Table

Key Terms

Atom	A particle with no electric charge made up of a nucleus containing protons and neutrons and surrounded by electrons.
Proton	A positively charged particle found in the nucleus of an atom.
Neutron	A neutral particle found in the nucleus of an atom.
Electron	Negatively charged particles found on energy levels (shells) surrounding the nucleus inside atoms.
Nucleus	Central part of an atom containing protons and neutrons.
Energy level (shell)	The region an electron occupies surrounding the nucleus inside an atom.
Atomic number	Number of protons in an atom.
Mass number	Number of protons plus neutrons in an atom.
Isotope	Atoms with the same number of protons but a different number of neutrons.
Relative atomic mass	The average mass of atoms of an element taking into account the mass and amount of each isotope it contains. RAM = Total mass of atoms / total number of atoms
Electronic structure	The arrangement of electrons in the energy levels of an atom.
Ion	An electrically charged particle containing different numbers of protons and electrons.
Group	The name given to each column in the periodic table.
Element	A substance containing only one type of atom.
Compound	A substance made from different elements chemically bonded together.
Period	The name given to a row in the periodic table.
Alkali metals	The elements in Group 1 of the periodic table.
Noble gases	The elements in Group 0 of the periodic table.
Halogens	The elements in Group 7 of the periodic table.
Diatomic molecule	A molecule containing 2 atoms.
Halides	Compounds made from Group 7 elements.
Mixture	More than one substance that are not chemically bonded.
Solvent	The liquid that a solute dissolves in.
Solution	A solute dissolved in a solvent.
Soluble	A substance that will dissolve.
Insoluble	A substance that will not dissolve.
Solute	The solid that dissolves in a solvent.

Diagrams





Atomic Mass = # of Protons + # of Neutrons

$^{4}_{2}He$

Atomic Number = # of Protons

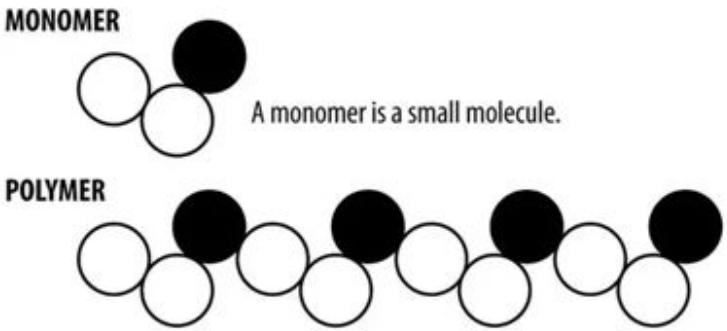
Knowledge Organiser – Bonding, structures and the properties of matter

Key Terms

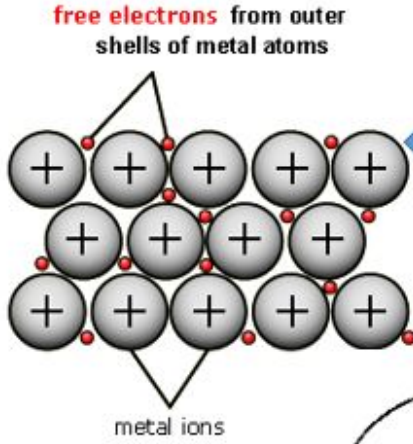
Giant Lattice	Ionic substances are made up of a giant lattice of positive and negative ions in a regular structure.
Ionic bonding	The electrostatic attraction between positive and negative ions
Molecule	Particle made from atoms joined together by covalent bonds
Covalent bond	Two shared electrons joining atoms together
Intermolecular forces	Weak forces between molecules
Polymer	Long chain molecule made from joining lots of small molecules together by covalent bonds
Monomer	The building block (molecule) of a polymer
Delocalised	Free to move around
Metallic bonding	The attraction between the nucleus of metal atoms and delocalized electrons
Malleable	Can be hammered into shape
Alloy	A mixture of a metal with small amounts of other elements, usually other metals
States of matter	These are solid, liquid and gas
Fullerenes	Family of carbon molecules each with carbon atoms linked in rings to form a hollow sphere or tube
Catalyst	Substance that speeds up a chemical reaction but is not used up in it

Diagrams

Structure of Monomers and Polymers

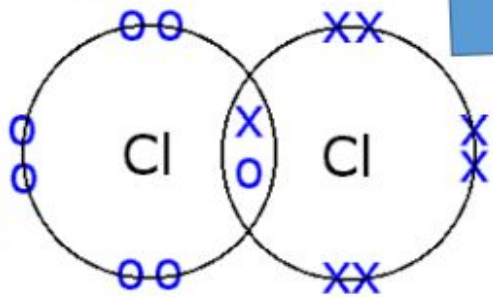


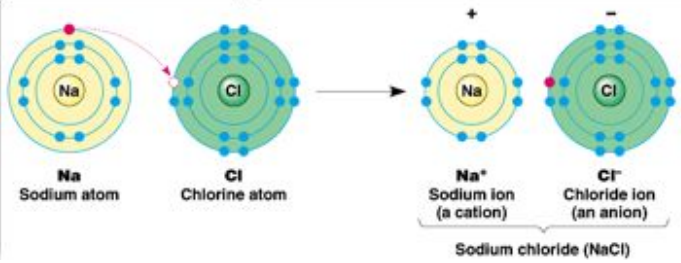
A polymer is a long-chain molecule made up of a repeated pattern of monomers.

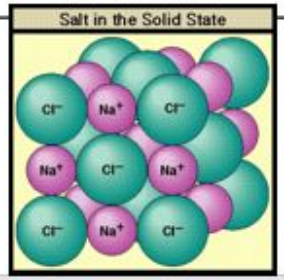


Metallic structure

Covalent bonding





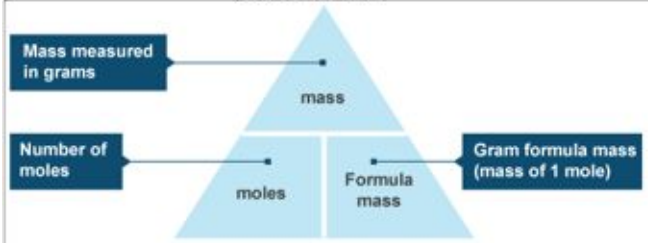


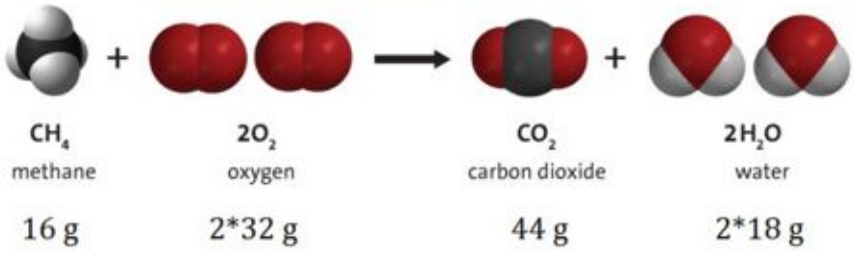
Ionic bonding and structure

Knowledge Organiser – Quantitative Chemistry

Key Terms

Relative atomic mass	The average mass of atoms of an element, taking into account the mass and the amount of each isotope it contains.
Relative formula mass	The sum of the relative atomic masses of all the atoms in the formula.
Mole	Measurement of the amount of a substance.
Avogadro constant	The number of atoms, molecules or ions in one mole of a given substance (6.02×10^{23}).
Thermal decomposition	Reaction where high temperature causes a substance to break down into simpler substances.
Excess	When the amount of a reactant is greater than the mount that can react.
Limiting reactant	The reactant in a reaction that determines the amount of products formed. Any other reagents are all in excess and will not react.





Diagrams

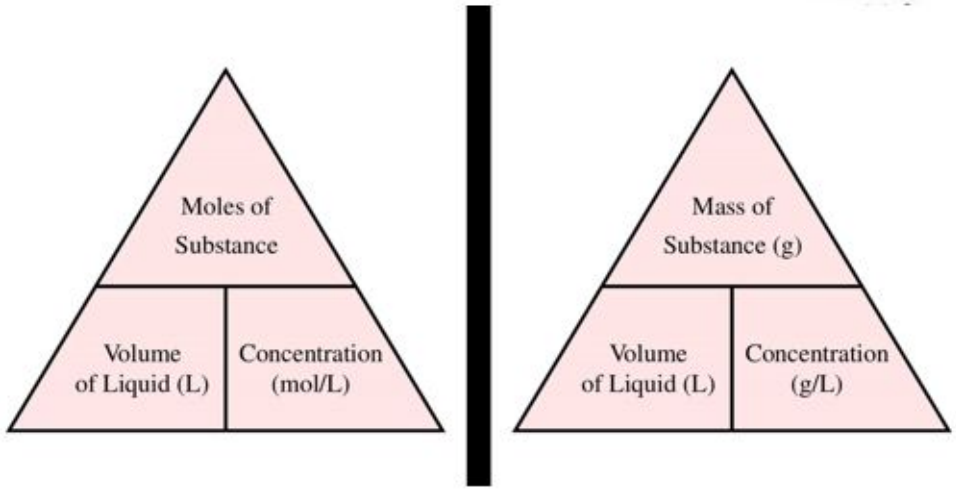
carbon + oxygen → carbon dioxide

C + O_2 → CO_2

12 + 2 x 16 → 12+(2 x 16)

12g 32g 44g

So we need 32g of oxygen to react with 12g of carbon and 44g of carbon dioxide is formed in the reaction.



Year 9

History

Year 9 History Revision

What I Must Know			
Describe the problems in poor urban areas in Victorian towns			
Describe the key changes in work, power, education, rights, healthcare, transport, population and culture on Britain 1750, 1825 and 1900			
Describe the work of key figures in driving change: Edwin Chadwick, Richard Oastler, Charles Booth and John Snow			
Describe the policy of laissez-faire, its impact and three reasons it ended			
Describe the Public Health Acts of 1848 and 1875 and their consequences			
Describe the Artisans' and Labourers' Dwellings Act of 1875 and it consequences			
Explain the consequences of the Public Health Acts and Artisans' and Labourers' Dwellings Act of 1875			
Judge the key causes and consequences of changes in living conditions			
Describe the causes of child labourers			
Describe child labour: conditions, daily routine, punishment, impacts			
Explain why and how child labour was improved: Cotton Mills Acts, Factory Acts, Education Acts, changing attitudes, campaigns and NSPCC			

What I Must Know			
Judge and argue the most significant cause of change 1750-1900			
Describe the problems and tension in Whitechapel 1870-1890			
Describe the Jack the Ripper case: victims, murders, letters, witness, police actions			
Explain how the police tried to solve the case of the East End Serial Killer			
Explain why the police found it difficult to be effective in Whitechapel			
Evaluate the usefulness of the source: POND – Purpose (why the source was made/intended audience, Origin: author, Nature: source type…speech, portrait), Date: when it was made, put the source in context.			

Year 9 History Revision

YEAR 9 CYCLE 2 INDUSTRIAL BRITAIN 1750–1900 AND WHITECHAPEL 1870–1890 REVISION

Writing frames to learn in this topic:

Describe 2 key features

One key feature of ..... was.....

Explain two consequences of (PEAL)

One cause/consequence of ..... was..... This meant that.....which led to..... . This then..... Therefore.....

Explain the importance of ...to....

This is an explanation, explain why something was important looking at its impact and the effects it had. Try to give at least three effects that are explained and supported with evidence.

Think – what actually happened in order and how one aspects led to another- the consequences

..... was important to ..... as it ..... this led to.....

How useful is Sources B for an enquiry into...?

Source B is useful .... *(explain what the content shows us- then say how that would help an enquiry into and link in your own knowledge)*

Source B is useful as it is from..... This makes it useful as..... The nature of the source is..... which is useful for an enquiry as.....

It's purpose is to.....which makes it more/less useful because.....

Statement: How far do you agree with this statement?

I agree/ disagree with the statement to a limited extent / to an extent/ to a large extent. I would argue that .....

The statement can be agreed with as.....

However, the statement can be challenged and disagreed with as.....

In conclusion, I would therefore agree/disagree with statement as I would argue that..... was the most important..... as

Explaining phrases

This meant that...

This shows that...

This led to...

As a result...

If this hadn't happened...

Connectives

However...

Consequently...

Also...

Moreover...

Impact Phrases

Therefore...

Due to this...

As result...

Then....

This led to...

Hence...

Combined with.....

Thus...

A further consequence was...

Measuring phrases

To an extent...

Totally different...

To a limited degree...

To a large extent...

Assess phrases

Without this... then...

In the long term...

For the short term...

If this hadn't happened...

This is more/less important...

KO Y9 – Industrial Revolution 1750-1900

Period: Britain 1750-1900

1	Industrial Revolution Britain is Britain during the 18th, 19th and at the start of the 20th century. Britain moved from being a rural and agricultural nation to an industrialised nation.

Key Events

2	**1760**- The **Industrial Revolution began** in the textile industry in Great Britain
3	**1825**- The **first passenger railway opens**. The new steam powered rail system united England and boosted trade
4	**1830: Cholera** reached England for the first time in 1830, and there were further major epidemics in **1832** and **1848.**
5	**1833- Cotton Mills Act**: bans children under 9 from working, limited working week to 69 hours.
6	**1848- Public Health Act** sets up Central Board of Health, local boards of health, towns responsible for refuse collection, sanitation and sewage system and refuse collection. Government took responsibility for public health
7	**1858- Great Stink** which led to Parliament passing laws for sewers in London and raising taxes for sewers.
8	**Factory Acts**- reduced hours and raised minimum age of work to 12 by 1901
9	**1875- Second Public Health Act**: houses had to be self contained with own separate water and sewage system and inspectors put in place
10	**1875, the Artisans' and Labourers' Dwellings Act** gave local authorities powers to buy up, clear and redevelop slum areas, as well as requiring them to re-house inhabitants. Local authorities could boron money from central government to rebuild.
11	**1880 Education Act** made school attendance compulsory between the ages of five and ten. This was raised to 12 by 1899.

Key Concepts

12 Industrial Revolution	This was a huge change in Britain which saw the population change from living in rural areas and working the land in agriculture to moving to towns and cities to work in new factories. This led to urban, social, political and economic change.
13 Economy	The system of how money is made and businesses work. A country's economy is based on how many goods are produced, traded and how much money is spent.
14 Public Health	The approach to medicine that is concerned with the public health as a whole. This period saw key laws passed to improve public health at home and at work and put the government in charge of it.

Key Words

15	**Industry**	Process of making products by machines in factories.
16	**urban**	Towns, built up area, densely populated in this time
17	**rural**	Countryside, sparsely populated
18	**cholera**	An infectious and often fatal bacterial disease of the small intestine typically contracted from infected water supplies and causing severe vomiting and diarrhoea discovered by Dr John Snow in Soho London.
19	**workhouse**	institution which would house and look after the poor. In return for food and lodging inmates would be expected to work to produce goods.
20	**rookeries**	low-quality housing and little or no sanitation. Poorly constructed dwellings, built with multiple storeys and often crammed into any area of open ground, densely-populated areas of gloomy, narrow streets and alleyways.

KO Y9 – Industrial Revolution 1750-1900

Key Words

21	**cause**	Reason why something happens
22	**consequence**	The result of something
23	**Laissez-faire**	Government policy of minimum interference in business and lives of the people.
24	**sanitation**	System that disposes of human waste and separates it from
25	**agriculture**	Process of producing food and fibres by farming certain crops and rearing specific livestock. It is also known as farming.
26	**poverty**	The lack of basic human needs, such as access to clean water, food, healthcare, shelter.
27	**Trade unions**	Organisation that protects the rights and conditions of workers
28	**Peabody Trust**	Charity that built new housing in slums area like Whitechapel
29	**overseers**	A person who made the children work and was expected to punish them and collect fines from them.
30	**privy**	Toilet (outdoor)

Key figures

31	**Edwin Chadwick**	Social reformer who asked by the government to research living conditions. He argued that poor public health was linked directly to poor living conditions and that the government need to take responsibility for change.
32	**Richard Oastler**	He campaigned for improved working conditions and argued that children in Britain were treated as white slaves.
34	**John Snow**	He discovered that cholera was spread through water being contaminated by raw sewage.
35	**MP Michael Sadler**	Investigated working conditions but was accused of asking leading questions and collecting unreliable evidence.
36	**Charles Booth**	Investigate the levels of poverty in London in 1890s, classified people according to their incomes. Created the Poverty Map.

More detailed facts...

37	**Child labour**	**Causes:** new factories needed labourers, lack of adults, orphans having to be looked after by local parishes which cost money so 'sold' to be bonded apprentices, children in work houses, poverty, small, quick learners, can be intimidated. **Jobs:** trappers, hauliers, scavengers, parceners, chimney sweeps, match girls etc Conditions: loud, hot, dangerous in factories and mines. Long hours and longer in brisk period. **Punishments**: given by overseers, fined, whipped, hair cut off, metal rods through cheeks. **Effects:** bow legged, bent backs, scalped by machines, loss of limbs and digits, lung disease from fibres/coal dust, stomach problems, exhaustion and death.

KO Y9 – Industrial Revolution 1750-1900

More detailed facts…

38	**Problems in urban areas**	**Pollution**: coal was used to heat houses, cook food and heat water to produce steam to power machines in factories. The burning of coal created smoke, which led to terrible pollution in the cities= smog and caused illnesses **Overcrowding**: due to large numbers of people moving to the cities, lack of housing, use of doss houses, lodging houses and high rents. Low wages and high rents caused families to live in as small a space as possible. Sometimes whole families lived in one room. **Disease**: typhus, typhoid, tuberculosis and cholera all existed in the cities of England. Overcrowding, housing of a low standard and poor quality water supplies all helped spread disease-. **Sewage and refuse systems**: gutters were filled with litter and the streets were covered in horse manure, collected to sell to farmers. Human waste was discharged directly into the open, above ground sewers, which flowed straight into rivers. **Poor quality housing**: houses were built very close together so there was little light or fresh air inside them. They did not have running water, one standpipe, limited access and not on permanently and people found it difficult to keep clean. Houses often suffered from damp due to their thin walls, lack of damp proofing and roofs made out of cheap materials. Rookeries had to share a single outside privy that was little more than a hole in the ground. **Lack of fresh water**: people could get water from a variety of places, such as streams, wells and stand pipes, but this water was often polluted by human waste.

Back-to-back slum housing

Knowledge Organiser: Whitechapel, c.1870-c.1900: Crime, policing and the inner city

Whitechapel	
1	The lives of inhabitants of Whitechapel was tough and the policing of such an area was difficult too.
Key events	
2	**1829** – Founding of the Metropolitan Police.
3	**1840's** – Irish immigration to the East End
4	**1842** – A detective Department added to the MET.
5	**1878** – A CID Department set up.
6	**1873** - Great Depression – brought widespread unemployment and poverty.
7	**1875** – Artisan's Dwelling Act; a slum clearance programme. Peabody Estate opened in 1881.
8	**1880's** – A wave of Russian immigration as a Jew was blamed for the assassination of Tsar Alexander II.
10	**1887** – 'Bloody Sunday' when the Metropolitan Police attempted to stop a demonstration in Trafalgar Square.
11	**1888** – Serial murders of Jack the Ripper. .
Key Concepts	
12	**Living conditions** – The poor of Whitechapel were herded together in noisy and filthy courts. Prostitutions, unemployment and poverty were common place.
13	**Statistics** – These can present historians with numerous problems.
14	**Anti Police feeling** – There was a feeling that the police favoured the middle and upper classes against the poor. Also police were expected to manage a variety of tasks that could be termed social work tasks.
15	**Attempts to improve living conditions** - Peabody Estate and Bernados orphanages.
16	**Anti-Semitism:** Anti Jewish feeling – By 1888, the Jewish population of parts of Whitechapel had grown to 95% of the total. Jewish settlers were resented as they tended to find work quickly, they would accept lower wages, they ran tailoring businesses on the sweatshop model, they worked Sundays and the religious and cultural rules about food and clothing made them stand out.
17	**Jack the Ripper** – The murderer of 5 prostitutes (Mary Ann Nichols, Annie Chapman, Elizabeth Stride, Catherine Eddowes, and Mary Jane Kelly) in the Whitechapel area in 1888 was known by this name. The cases highlighted the challenges and inadequacy of the existing police force and shone a spotlight on the troubled area of Whitechapel.

Key Words		
18	**Whitechapel**	A district in the East End of London. Ruled by gangs. Immigrant area. High levels of homelessness, poverty and crime.
19	**Workhouse/ doss house**	Offered a bed and food in return for hard labour.
20	**Residuum**	A criminal underclass born to steal, lie and rob.
21	**Charles Booth**	Shipping owner and led investigations into poverty
22	**H Division of the Metropolitan Police**	Had to investigate crime in Whitechapel
23	**Home Secretary**	Based in Westminster. He had little control over local police forces outside of London but the Metropolitan Police reported directly to him.
24	**Watch Committee**	A group of local politicians or law professionals set up to monitor the work of police forces.
25	**Manpower**	There were only 13.319 men in the MET in a population of just over 5 million. Only 1,383 were available for duty at any one time.
26	**Penny Dreadful**	A Victorian tabloid.
27	**Sir Charles Warren**	Metropolitan Police Commissioner from 1886. `
28	**Metropolitan Police**	Investigated crime in London and was controlled directly by the government. Did not patrol the City of London which had its own police force.
29	**Lodging house**	Squalid accommodation which was rented for 8 hour sleeping shifts a day.
30	**pogrom**	A Russian word describing a government supported attack on the Jews.

Knowledge Organiser: Whitechapel, c.1870-c.1900: Crime, policing and the inner city

Key Words		
31	**Anarchy**	A political movement that opposes all forms of organised government. Associated with Eastern Europeans.
32	**Socialist**	Someone who believes that poor people would get a better deal if the government nationalised (took over) important industries and services and ran them for the good of all – not for profit.
33	**Anti-semitism**	Hatred against Jews.
34	**Sensationalist**	Describing events in a deliberately exaggerated style to shock and impress.
35	**Satirical**	Using humour or exaggeration to mock current affairs.
36	**Stereotyping**	Assuming all members of a group are alike – for example, looking similar, or having similar views.
37	**Beat**	The area the policeman is to patrol.
38	**Protection rackets**	Gangs demanded protection money from small business owners.
39	**Frederick Abberline**	Inspector who led the investigation into the Ripper murders.
40	**Lunatic asylum**	The Victorian term for a psychiatric hospital.
41	**Alibi**	Proof that an accused person was in some other place at the time a crime was committed.
42	**Post mortem**	A detailed examination of a person's body to try and discover the cause of death.
43	**Forensic**	Using scientific methods and techniques to investigate crime.
44	**Whitechapel Vigilance Committee**	Set up by businessmen due to the police's lack of progress in catching Jack the Ripper.

Key Words		
45	**Lunatic asylum**	The Victorian term for a psychiatric hospital.
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Cycle 2
Practice questions

Describe questions	Describe two key features of poor living conditions Describe two key features of transport 1750-1900 Describe two key features of the Factory Acts Describe two key features of policing in Whitechapel Describe two key features of the Public Health Acts
Explain two reasons why	Explain two consequences of the Public Health Acts Explain two consequences of the East End serial killer
Explain the importance of……	Explain the importance of government laws in improving living conditions Explain the importance of changing attitudes to child labour
How far do you agree?	'The Education Acts were the most important laws in improving the lives of children by 1900.' How far do you agree with this interpretation? 'The police in Whitechapel were ineffective in the 1880s.' How far do you agree with this interpretation?

Year 9

Geography

Year 9 Geography Revision

What I Must Know			
Challenges and opportunities in Africa			
Characteristics of savanna biome			
Freeze-thaw weathering			
Glacial features			
Formation of a ribbon lake			
Formation of a corrie			
Formation of different types of moraine			
Four/six figure grid references			

Last Ice Age in the UK

Glacial processes have shaped the UKs landscape.

- Vast ice sheets spread over the UK from the north to cover all of northern Wales & northern England.
- Glaciers flowed out of mountainous areas. Unglaciated areas in the south experienced frozen conditions (permafrost).

Freeze thaw weathering

- Frequent temperature changes above & below freezing to enable freezing and thawing to occur
- Presence of liquid water & rocks with cracks/holes

freezing ice expands 9%

- It thaws, water seeps deeper before re-freezing
- After many repeated cycles rock fragments break away
- Angular rock fragments become powerful tools of erosion when trapped beneath glaciers.

Glacial erosion

Abrasion – rocks trapped beneath glacier scratch & smooth underlying bedrock.
Plucking – meltwater beneath ice freezes & bonds pieces of loose bedrock to the glacier. As glacier moves forward, these loose pieces of rock are plucked away from bedrock leaving a jagged surface.

Glacial transport

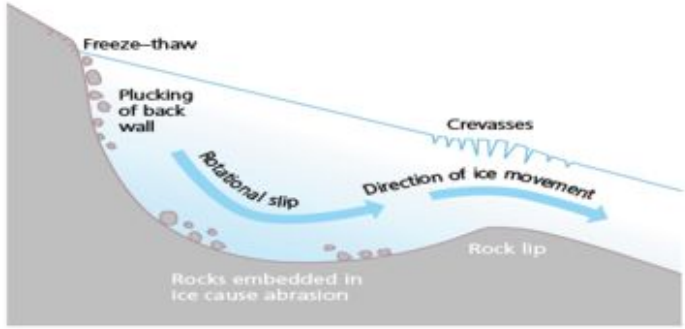
Basal slip – meltwater beneath glacier allows it to slide forward a few m a year
Internal deformation – slipping & deformation of individual ice crystals within the glacier
Glacier advance – accumulation is greater than ablation
Glacier retreat – ablation exceeds accumulation
Bulldozing – rock debris is moved at the front of the glacier
Rotational slip - a curved movement resulting in a corrie

Glacial deposition

- **Melting** at the snout means sediment is dumped on the ground, **till**. Till has a range of sizes, angular rocks.
- **Meltwater** from the snout carries sediment away depositing it as an outwash plain in front of the glacier.
- Glacier meets an **obstacle**.
- When the glacier is **overloaded** with material.

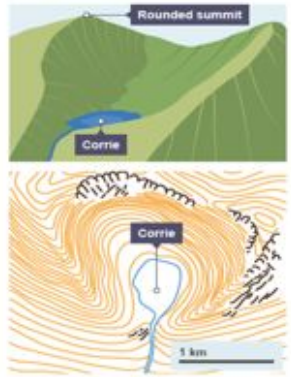
Glacial Landforms created by erosion

Corrie

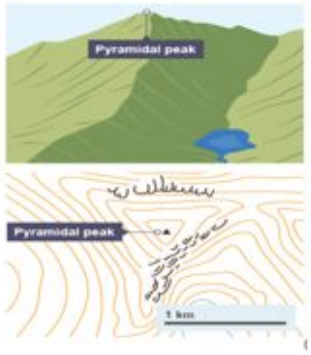


1. Snow accumulates in north east facing hollows
2. Snow is compacted into ice and moves downhill
3. Freeze thaw and plucking creates a steep back wall and provides material for abrasion
4. Abrasion deepens the hollow and forms a rock basin
5. A rock lip is left where the rate of erosion is decreased
6. The height of the lip is increased by the deposition of moraine
7. The rock lip and moraine act as a dam
8. A corries lake (tarn) fills the rock basin when the ice melts
9. The typical shape is due to rotational slip by the way in which the ice moves

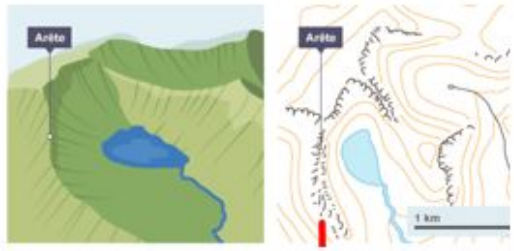
Glacial Landscapes in the UK



Aretes & Pyramidal Peaks

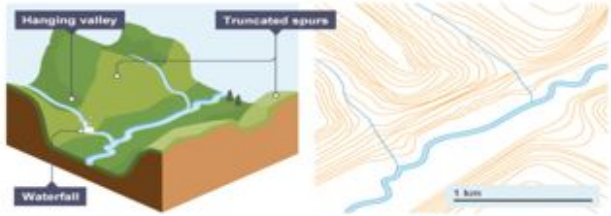


Several corries erode back to back into a mountain, a **pyramidal peak** is formed e.g. Matterhorn.
Sharp edged mountain peak with three sides.



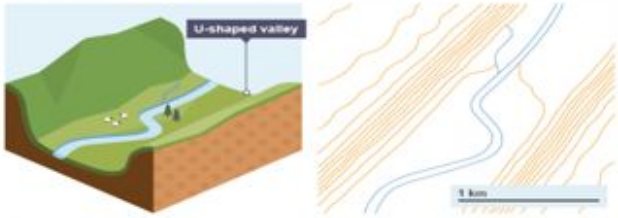
When two corries are eroded back to back the ridge (**arete**) in between them becomes narrower until it may only be a few metres across e.g. Striding Edge, Lake District.

Glacial Landforms created by erosion



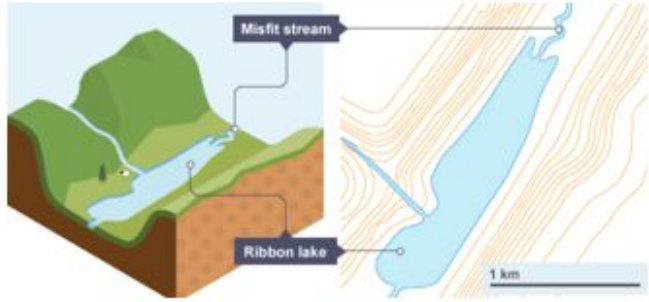
Truncated Spurs

1. Ice moves from corries at the start of a valley
2. The glacier flows into a V Shaped valley
3. The valley has bits of land sticking out, interlocking spurs
4. River water would wind around this but ice cannot
5. Glacier uses abrasion and its load to erode the spurs away, bulldozing material down the valley cutting off the interlocking spurs
6. Leaving truncated spurs cut off on the valley sides



Glacial troughs (U Shaped Valley)

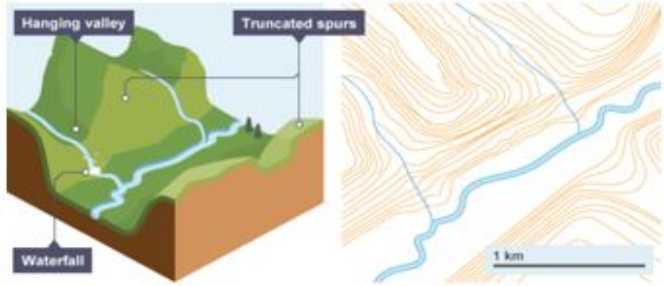
1. Ice occupies a former river valley, ice is much deeper than the river and so fills much of it
2. Ice erodes the interlocking spurs by abrasion and plucking
3. It uses this material in the abrasion process
4. This give a very steep valley side where the spurs have been truncated and the valley is much wider and deeper.



Ribbon Lakes

Result from localised increase in vertical erosion:

- Where a band of weaker, more easily eroded rock crosses the valley
- Where a tributary glacier joins the valley increasing the mass of ice and resulting in greater erosion
- Where the valley sides become narrower, increasing the depth and power of the glacier



Hanging Valley

1. Smaller glaciers in tributary river valleys also form glacial troughs but on smaller scales
2. With less downward erosion, when the ice finally melts these tributary glaciers are left a higher level then the main valley.
3. These smaller valleys are called hanging valleys, often marked with waterfalls plunging over the valley wall

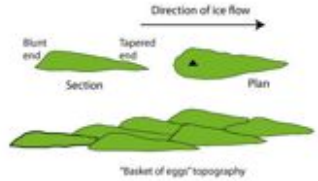
Landforms of transportation & deposition

Erratic: rocks in the wrong place! Rocks are transported by glaciers, ice melts and then deposits them in a new place.

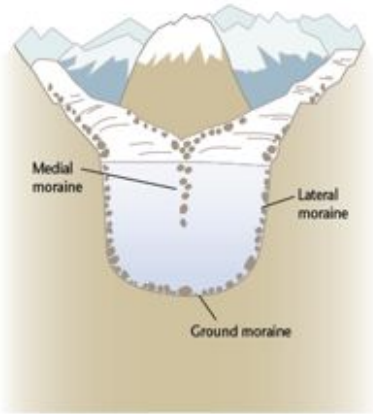
Drumlins:

1. In low lying areas the glacier is overladen with moraine and is beginning to melt so it struggles to carry the moraine.
2. Obstacles such as small rocks lead to the deposition of moraine
3. This occurs especially on the upstream side to give the blunt end of the drumlin
4. Once the glacier has gone over the top, it trails the moraine over a longer area forming the tapered end of the drumlin.

Egg shape
Blunt end
Tapered end



Moraines



Lateral – elongated ridge of till builds up at edge of glacier where it meets the valley side, fed by rocks from above
Medial – when two tributary glaciers meet, two lateral moraines join together to forma single ridge in the centre of the main glacier
Ground – uneven till deposits on the bedrock beneath the glacier
Terminal – results from bulldozing, ridge at right angles to the valley forms at the snout of a glacier. Often marks its furthest extent

Year 9

Design and Technology

Year 9 DT Revision

What I Must Know			
Describe – use of hand tools			
Identify – softwoods, hardwoods and manmade boards			
Identify – designers and design movements			
Explain – the use of quality assurance and quality control in the lamp manufacture			
Explain – the reason for the choice of plywood for the manufacture of the lamp			
Explain – the use of analysis in the design process			
Define – the terms CAD/CAM and their use in the lamp			
Calculate – the total amount of waste in the manufacture of a product			

YEAR 9 DT – LAMP REVISION

Softwoods	Softwoods come from evergreen trees (those that keep their needles in winter), they tend to grow faster than hardwoods and have a more open grain. They are commonly used in the construction industry. Examples include Douglas Fir and Spruce
Hardwoods	Hardwoods come from deciduous trees (those that loose their leaves in winter), they tend to grow very slowly and have a close grain. They tend to be expensive so are used in expensive furniture. Common examples include Oak and Beech.
Manmade Boards	Manmade boards include plywood, blockboard and MDF and are made from either sheets or sections of timber glued together or from particles being glued together under pressure. The advantage of manmade boards is they are available in a wide range of sizes and tend to be more stable that other timbers so they don't warp or twist as much.
CAD	Computer Aided Design – the CAD packages we use most often in school is 2D Design, we use this to produce the designs that we cut on the laser cutter. In the lamp we will be designing the shade to fit with the arms of the lamp and to design a custom base for the lamp.
CAM	Computer Aided Manufacture – the laser cutter is the CAM machine we use the most often, we use this to cut out the designs for the shade and base of the lamp.

	Tenon saw – used to cut the plywood pieces to length		Bench hook – used when cutting the plywood
	Tri square – used to mark at 90 degrees to an edge on the plywood		Belt Sander – used to sand the plywood to marked lines and curves
	**Pop Art** - Pop art is one of the major art movements of the twentieth century. The movement was characterized by themes and techniques drawn from popular mass culture, such as advertising and comic books. Typical artists included Andy Warhol and Roy Lichtenstien		
	**Art Deco** - Art Deco was a popular design movement from 1920 until 1939, affecting the decorative arts such as architecture, interior design, and industrial design, famous art deco artists include Rene Lalique and Jean Dunand.		
	**Memphis** - Memphis was a Milan-based collective of furniture and product designers whose work dominated the design scene of the early 1980's. Its bold designs drew on influences from existing and past design movements. Famous designers include Ettore Sottsass and George Sowden		
	For the image above to be ready for the laser cutter, what do we need to do? RED line – cutting, BLACK areas – etched onto the plywood. The first stage was to copy in a black and white clipart, we then turned it transparent before contouring it in red. The lines were joined to the bracket and then the unwanted lines were deleted. We also need a blank back for the shade and the spacer layer in the middle where the USB lead can run through		

Knowledge Organiser – Textiles year 9 Fibres & fabrics

Natural fibres from plants

Cotton

Used for making jeans, T-shirts and towels and has the following qualities:

- cool to wear
- very absorbent, dries slowly
- soft handle
- good drape
- durable
- creases easily
- can be washed and ironed

Viscose

A regenerated fibre from natural polymer materials like cellulose. It is used for shirts, dresses and linings and has the following qualities:

- low warmth
- absorbent, dries slowly
- soft handle
- good drape
- not durable
- creases easily
- can be washed and ironed

Natural fibres from animals

Wool

Used for jumpers, suits and blankets and has the following qualities:

- warm to wear
- absorbent, dries slowly
- breathable, repels rain
- soft or coarse handle
- can shrink, should be dry cleaned
- good drape
- not durable
- creases drop out

Silk

Used for evening wear and ties and has the following qualities:

- warm to wear
- absorbent
- soft handle
- good lustre and drape
- durable
- creases drop out
- dry clean

Man-made/synthetic

Nylon (Tactel)

Used for active sportswear, fleece jackets, socks and seat belts and has the following qualities:

- warm to wear
- absorbent, dries slowly
- breathable, repels rain
- soft or coarse handle
- can shrink, should be dry cleaned
- good drape
- durable
- creases drop out

Polyester

Used for raincoats, fleece jackets, children's nightwear, medical textiles and working clothes and has the following qualities:

- low warmth
- non-absorbent, dries quickly
- soft handle
- good drape
- very durable
- crease resistant
- easy care
- can be recycled

Scrubs (clothing)

Scrubs are the sanitary clothing worn by surgeons, nurses, physicians and other workers involved in patient care in hospitals.

Scrubs are designed to be:

- simple (with minimal places for contaminants to hide)
- easy to launder
- cheap to replace if damaged or stained irreparably.

Some hospitals use scrub colour to differentiate between patient care departments (i.e. Surgery, Childbirth, Emergency, etc.)

Fibre blends

Blending different fibres together produces yarns that have the combined properties of each component fibre. Using fibre blends improves the appearance, performance, comfort and aftercare of fabric. Blending can also reduce the cost of an expensive fibre.

- **Polyester/cotton blend**: shirts are more easy-care and crease-resistant than shirts made from 100 percent cotton.
- **Cotton/lycra blend**: jeans are more comfortable, stretchy and fit better than cotton jeans.
- **Acrylic/wool blend**: trousers are less expensive than 100 percent wool trousers.

Modern microfibres

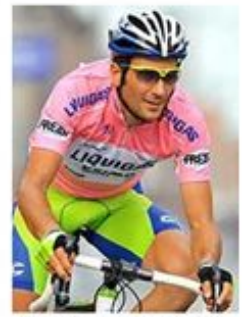
- **Elastane (Lycra)** is always used in a blend with other fibres. It is used to make sportswear, body-hugging clothes and bandages. It has good handle and drape, is durable, crease resistant, stretchy (more comfortable) and is easy care. It has low warmth and is absorbent.
- **Tencel** is a 'natural' microfibre made from cellulose derived from wood-pulp. It is used for shirts and jeans. It has soft handle, good drape, is breathable, durable, crease-resistant, easy-care and biodegradable. It is absorbent and has low warmth.

Properties of fabric

Aesthetic properties	Functional properties	Comfort properties
handle	strength	absorbency
drape	durability	breathability
colour	crease resistance	elasticity
appearance	flame resistance	softness
	stain resistance	stretch
	water resistance	warmth
	aftercare	
	cost	

It is important to match fabric properties to the requirements of the product. For example:

- **Cycling jackets** need to be made from fabric that is warm, breathable, elastic, windproof and water resistant.
- **Children's jumpers** need to be made from fabric that is soft, colourful, stretchy, warm and easy care.
- **Seat belts** need to be made from strong, durable, flame-resistant materials.
- **Fire-protective clothing** needs to be strong, durable, flame resistant and water resistant. It may also need to be breathable and elastic.
- **Geotextiles** need to be strong and durable so they stop embankments from slipping.



Cycling jerseys need to be breathable

Using a pie chart to show percentages and amounts.

A pie chart, which looks like a divided circle, shows you how a whole object is cut up into parts.

How much a percent represents in terms of pounds?

1. Find out what the total sales are by multiplying the sock sale figures shown in each part (**200,000**)
2. Find what 1% is by multiply the total sales by 100
3. Once you know this, divide this by the correct category.

E.g. 100% acrylic (2,000 ÷ 48,000) = 24%

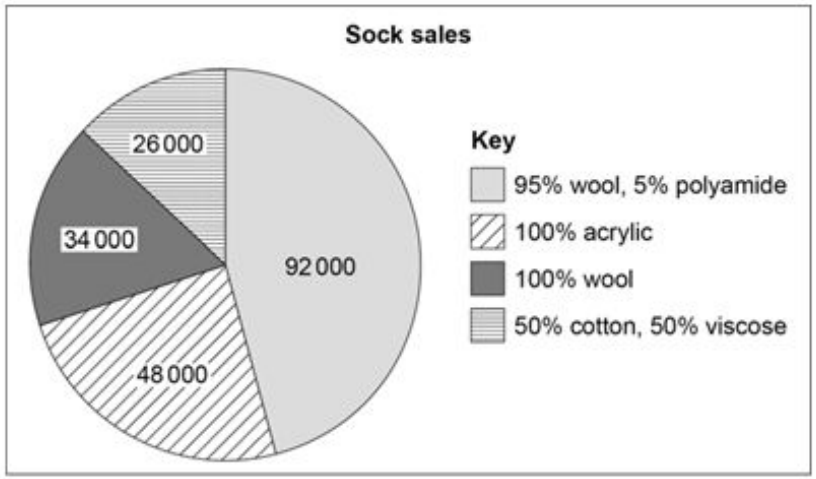


Figure 1

This is a bus seat. The **Specification** points for the bus seat fabric are:

- Must be fade resistant – So that it keeps bright and fresh
- Must be colourful - To promote the bus company
- Must be hardwearing/durable – So that the fabric keeps in good condition
- Must be comfortable/soft/insulating/non-irritant – So that passengers have a good experience
- Must be stain resistant – So that it keeps clean
- Must be strong – To prevent ripping
- Must have a velvet pile – To make seat comfortable
- Must be water resistant/proof/quick drying – So seat doesn't get/stay wet
- Must be safe/not too slippery – So doesn't cause injury
- No static charge – So no injury
- Flame resistant/fire retardant – For safety from fire
- Easily cleaned/washable – To remove dirt.

<u>This is a child car seat cover and cushion insert. the child car seat cover and cushion insert are suitable for a baby, because:</u>

- It Keeps your baby in the correct position in the baby carrier
- The support cushion will prevent your baby feeling loose during the first months, when they're too small to fit correctly the transportation devices!
- Made of soft, natural, breathable, natural knit cotton (inside has a mixture cotton and polyester) with stylish print.
- The product is hypoallergenic and does not irritate or cause allergies to sensitive skin. The fibre's are spun vigorously so as not to irritate the skin or cause static electricity, for these reasons, items that are frequently used usually made of cotton . This type of tissue allows air circulation that discourages fungal growth in dark and humid environments.
- The headrest is detachable and adjustable to the size of your baby. You can find covers, hoods and other products that match your Baby Support Cushion! (sold separately).

Year 9 Food Technology Knowledge Organiser 2019

Contaminate	If something is contaminated by waste, dirt, chemicals, or radiation, it is made dirty or harmful.
Simmer	A method of cooking in deep water just below boiling point- small bubbles
Sweat/ sweating	Sweating is the process of releasing flavours with moisture and low temperatures. No browning takes place. The pan is covered so the lid traps steam, which condenses and drips back on to the onions

Use this knowledge organiser to revise for your assessment. Try:

- practice questions;
- getting someone to quiz you;
- making flashcards to use when quizzing;
- graphic organisers
- talk for a minute on the given term/topic – no pauses, no hesitations. Slips or repetitions or micro pauses lose a 'life' – three strikes and you're out!

Always remember to think about detail, why do things happen the way they do? Why are you following a certain

Sieve : For separating lumps from powdered material e.g. flour. It has a mesh bottom, through which the material is shaken

A saucepan.
A saucepan is a deep metal cooking pot, usually with a long handle and a lid. Often used to cook potatoes and boil liquids.

Measuring Spoon:
A spoon on which certain quantities are marked, used to measure ingredients e.g. spices, herbs,

Weighing scales:
Used to accurately weigh larger quantities of usually dry ingredients. Weighs in increments of 1g.

Measuring jug:
A graduated jug used in cooking to measure liquid ingredients e.g. water, milk

Grater: A utensil which has a rough surface that you use for cutting food into very small pieces. E.g. cheese, raw carrots.

Chopping Boards.
Colour coded chopping boards. Used to protect the work surface when chopping ingredients. The colour coding can help us to prevent cross contamination.

Garlic press or garlic crusher
A kitchen implement used to crush cloves of garlic.

Colander:
A colander is a container in the shape of a bowl with holes in it which you wash or drain food in, e.g. drain pasta, wash lettuce.

Mixing bowl:
A mixing bowl is a large bowl used for mixing ingredients e.g. cake mixture.

Year 9

Art

Year 9 Art Revision

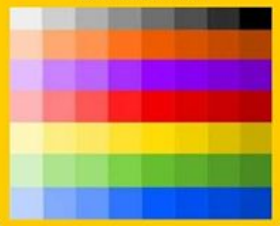
What I Must Know			
Name the 3 primary & secondary Colours			
Which paints are needed to make secondary colours			
Be able to name the 7 Formal elements of Art & Design			
Be able to explain how each of the formal elements are used within art & design			
How to apply gradients of tone to a drawing			
How to draw a portrait applying proportion rules			
How to follow and use the transfer technique			
How to apply colour & tone using watercolour, charcoal, chalk			
Be able to discuss and evaluate the work of Pablo Picasso, Alexander McQueen/Gieger/Ridley Scott			
How to construct a mask using 3D materials			

LINE

A Line is the path left by a moving point, e.g. a pencil or a brush dipped in paint. A line can take many forms, e.g. horizontal, diagonal or curved. A Line can be used to show Contours, Movements , Feelings and Expressions.

TONE

Tone means the lightness or darkness of something. This could be a shade or how dark or light a colour appears



SHAPE & FORM

A shape is an area enclosed by a line. It could be just an outline or it could be shaded in.

Form is a three dimensional shape such as a sphere, cube or a cone.

Sculpture and 3D design are about creating forms

KEY WORDS & TERMS

Line
Tone
Shape
Form
Texture
Colour
Pattern
Shade
Light
Dark
Pressure
Natural Pattern
Manmade Pattern
Geometric Shape
Organic Shape
Actual Texture
Visual Texture
Design
3D Design
2D Design
Primary Colours
Secondary Colours
Mix
Blend

FORMAL ELEMENTS

TEXTURE

Texture is the surface quality of something, the way something feels or looks like it feels. There are two types of texture: Actual Texture and Visual Texture.

Actual Texture– really exists so you can feel it or touch it

Visual Texture– created using different marks to represent actual texture.

Actual Texture Visual Texture

COLOUR

There are 3 Primary Colours: RED, YELLOW and BLUE.

By mixing any two Primary Colours together we get a Secondary Colour: ORANGE, GREEN and PURPLE

PATTERN

A pattern is a design that is created by repeating lines, shapes, tones or colours.

Patterns can be manmade, like a design on fabric, or natural, such as the markings on animal fur.

Analysing Art

Content – looking at the subject of the work

What is it? What exactly can you see? What is happening? What does the work represent?
What does the artist call the work?
Does the title change the way we see the work?
What is the theme of the work?

landscape, portrait, journey, moment, memory, event, surreal, fantasy, abstract, message, energy

Form – looking at the formal elements

What colours does the artist use? Why? How is the colour organised?
What kind of shapes can you find?
What kind of lines and marks does the artist use?
What is the surface like?
What kind of textures can you see?
What kind of patterns can you see?
How big is the work?

light, delicate, layered, strong, rough, dark, peaceful, dripped, textured, scale, vivid, bright

Process – how the work has been developed and made

What materials and tools have been used?
What is the evidence and clues for how it has been made?

painted, woven, printed, drawn, cast, stitched, layered, assimilated, collage

Mood – looking at the communication of moods and feelings

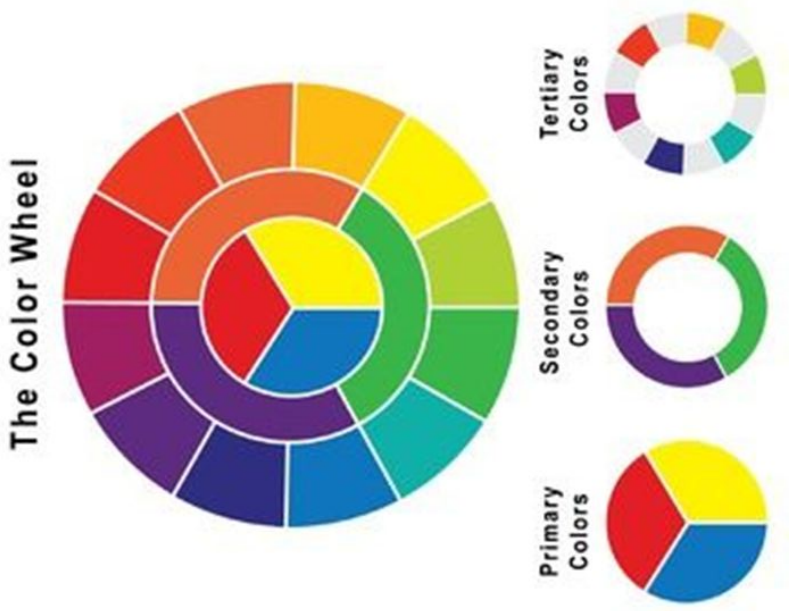
How does the work make you feel?
Why do you feel like this?
Does the colour, texture, form or theme of the work affect your mood?

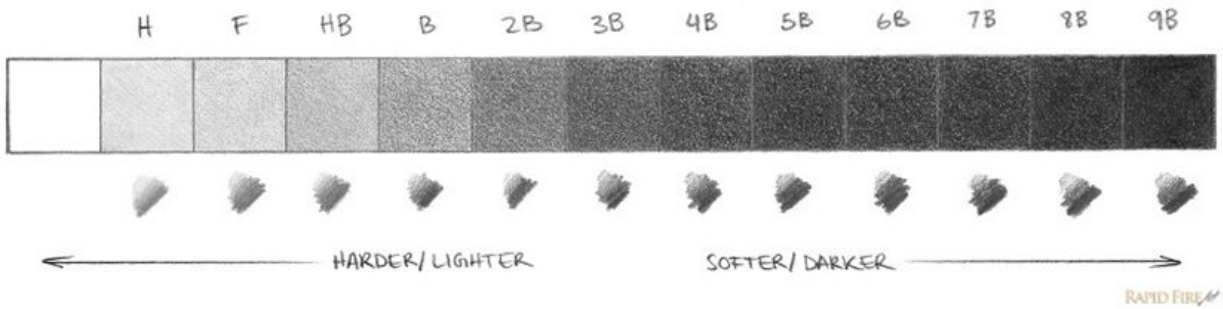
quiet, contemplative, thoughtful, hopeful, peaceful, elated, joyful, celebratory, reflective

Interpretation and Justification – looking at the meaning of the work

After analysing the context, form, process and mood:

What do you think the artist is saying? Why?
What message is the work/artist trying to communicate? Why?





Year 9

French

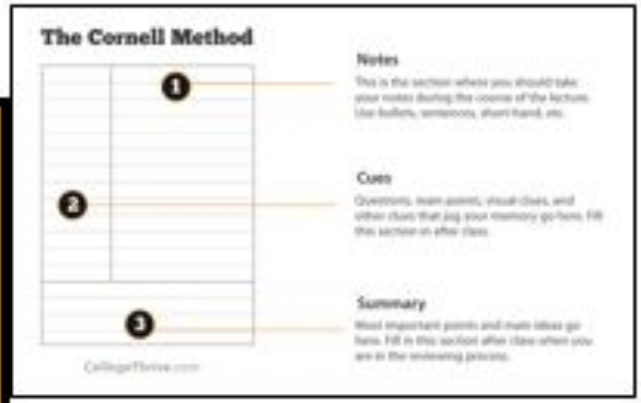
YEAR 9 FRENCH REVISION

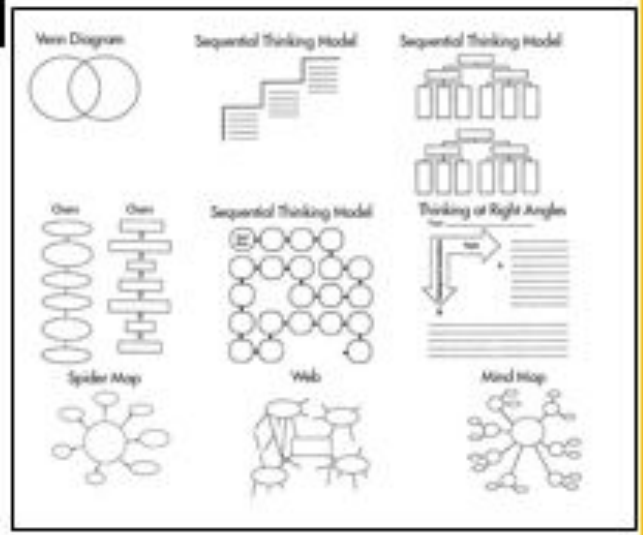
What I must know or be able to ...			
Describe a photo in 4 sentences (e.g. Sur la photo il y a : On the photo there is ...)			
Write at least 90 words (about 15 lines) on my daily routine.			
Give the time correctly in French.			
Use verbs in the PRESENT tense accurately, including reflexive verbs.			
Use verbs in the PAST accurately to describe what I did recently, including reflexive verbs.			
Use verbs in the FUTURE accurately to describe my plans for the weekend, including reflexive verbs.			
Use a range of connectives and sequencing words (e.g. puis ... then, ensuite ... next).			
Express and justify opinions, using phrases such as « à mon avis, je pense que ... »			
Translate a short passage into French.			
Transcribe sentences you hear into French.			

YEAR 9 – FRENCH –CYCLE 2 – DAILY ROUTINE YEAR

Use this knowledge organiser to revise for your assessment. Try:

- practice questions;
- getting someone to quiz you;
- making flashcards to use when quizzing;
- graphic organisers (see right);
- the Cornell method (see right);
- talk for a minute on the given term/topic – no pauses, no hesitations. Slips or repetitions or micro pauses lose a 'life' – three strikes and you're out!





Key questions:

1- Tu peux décrire ta routine ?

Can you describe your routine?

2- Que fais-tu le matin avant d'aller au collège?

What do you do in the morning before going to school?

3- Qu'est-ce-que-tu as fait hier soir après le collège? –

What did you do last night after school?

4- Qu'est-ce-que tu feras pour te relaxer ce weekend ?

What will you do to relax this weekend?

Reflexive verbs

Je m'appelle - I am called
Je me réveille - I wake up
Je me lève - I get up
Je me lave - I get washed
Je me douche - I shower
Je me rase - I shave
Je m'habille - I get dressed
Je me brosse les dents- I brush my teeth
Je me relaxe - I relax
Je m'amuse - I have fun
Je me couche - I go to bed
Je me maquille - I put makeup on

Reflexive verbs in the perfect tense (past)

Example : se lever (to get up)

- Je me suis levé(e)
- Tu t'es levé(e)
- Il s'est levé
- Elle s'est levé(e)
- On s'est levé
- Nous nous sommes levé(e)s

Reflexive verbs in the future tense

Example : se laver (to get up)

- Je me lèverai
- Tu te lèveras
- Il se lèvera
- Elle se lèvera
- On se lèvera
- Nous nous lèverons

Important verbs PAST tense:

J'ai joué – I played
J'ai regardé – I watched
J'ai écouté – I listened
J'ai acheté – I bought
J'ai fait – I did
Je suis allé(e)-I went
Je suis sorti(e) – I went out
C'était – it was

Important verbs FUTURE tense

Je vais jouer – I'm going to play
Je jouerai – I will play
Je vais regarder - I'm going to watch
Je regarderai – I will watch
Je vais écouter-I'm going to listen
J'écouterai – I will listen
Je vais acheter – I'm going to buy
J'achèterai – I will buy
Je vais faire – I'm going to do
Je ferai – I will do
Je vais aller – I'm going to go
J'irai – I will go
Je vais sortir – I'm going to go out
Je sortirai – I will go out
Ça va être – it's going to be
Ce sera – It will be

Mon horloge française

Quand? When?

à –at
vers – at around

Examples:

A huit heures, je me lave. – At 8.00, I get washed.

Vers huit heures, je me lave –At around 8.00 I ~~get~~ washed.

HOURS MUST GO BEFORE THE MINUTES, e.g. une heure dix

Sequencing words

d'abord – firstly
après (ça)- after
puis – then
ensuite – after
finalement/enfin – finally
le matin – in the morning
l'après-midi – in the afternoon
le soir – in the evening
avant le collège - before school

key connectives

mais – but
parce que – because
ou – or
si – if
quand – when
avant de + infinitive – avant de faire mes devoirs – before doing my homework
en … ant – while doing something – en écoutant de la musique – while listening to music

Year 9

German

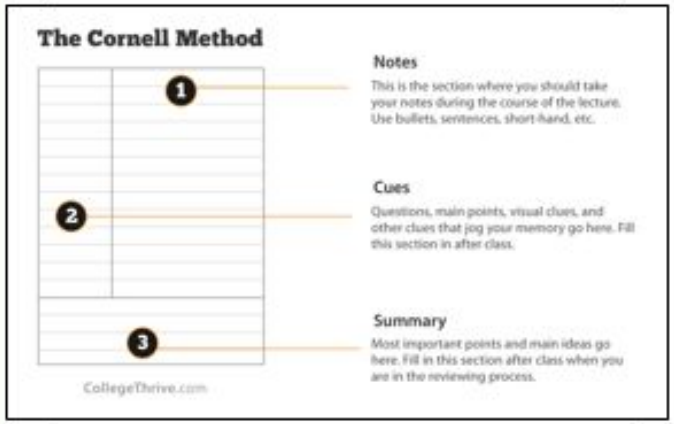
Year 9 German Revision

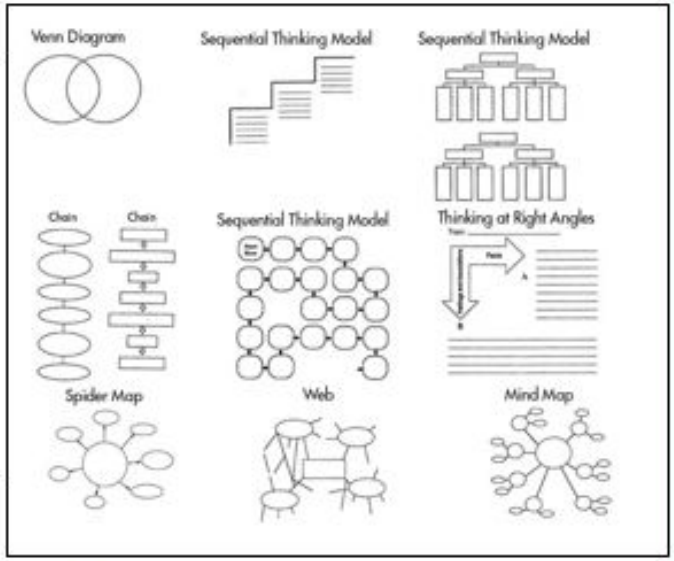
What I must know			
To describe where you live in detail			
To describe what type of house you live in and what rooms it has			
To describe what there is and isn't in your town			
To give opinions on your house and your town			
To say what you did in your town yesterday (PAST)			
To say where you will live (FUTURE)			
To describe what is in a photo using "there is/there are"			
Vocabulary for town and home			

Year 9 German Revision

Use this knowledge organiser to revise for your assessment. Try:

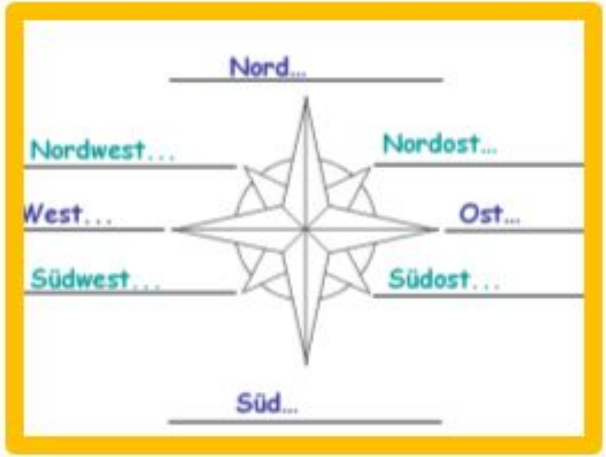
- practice questions;
- getting someone to quiz you;
- making flashcards to use when quizzing;
- graphic organisers (see right);
- the Cornell method (see right);
- talk for a minute on the given term/topic – no pauses, no hesitations. Slips or repetitions or micro pauses lose a 'life' – three strikes and you're out!





Topic: HOME

Wo wohnst du?	**Where do you live?**
Ich wohne in...	I live in...
Wo liegt das?	**Where is that?**
Das liegt in Nordostengland	That is in north-east England
Das ist in der Nähe von...	It is near...
Das ist nicht weit von... entfernt.	It is not far from...



Wie ist deine Stadt? **What is your town like?**	
Meine Stadt ist...	
groß	**big**
klein	**small**
mittelgroß	**medium sized**
historisch	**historical**
industriell	**industrial**
ruhig	**quiet**
touristisch	**touristy**
interessant	**interesting**
langweilig	**boring**
sauber	**clean**
schmutzig	**dirty**

Wo wohnst du genau?	**Where exactly do you live?**
Ich wohne...	I live...
in einer Großstadt	**in a city**
in einem Dorf	**in a village**
in der Stadtmitte	**in the town centre**
am Stadtrand	**in the suburbs**
auf dem Land	**in the countryside**
in den Bergen	**in the mountains**
an der Küste	**at the coast**

Over to you!

1) **Translate the following:** I live in London, that is in south-east England. It is not far from Essex. I live in a city, it is big and touristy.

2) **Adapt your translation** from Q1 to create a detailed description of where you live.

Magst du deine Stadt?	**Do you like your town?**
Ja,	Yes,
ich mag meine Stadt	I like my town
ich liebe meine Stadt	I love my town
Nein,	No,
ich mag meine Stadt **nicht**	I don't like my town
Ich hasse meine Stadt	I hate my town
weil sie..(adjective)..**ist**	because it is...
denn sie **ist**...(adjective)	because it is...
ein bisschen	**a bit**
ziemlich	**quite**
sehr	**very**
total	**completely**
Es gibt viel zu tun	There is lots to do
Es gibt nicht viel zu tun	There is not much to do

Add intensifiers to increase complexity!

Over to you!

1) **Translate the following**: I like my town, because it is historical. In my town there is a castle but no cinema.
I live in a terraced house. My house is quite big, but it is ugly. At mine, there are 4 bedrooms but there is no guest room.
2) **Adapt your translation** from Q1 to create a detailed description of where you live.

Was gibt es in deiner Stadt?
What is there in your town?

Es gibt...	There is/There are...
einen Park	a park
einen Bahnhof	a train station
einen Supermarkt	a supermarket
einen Markt	a market
eine Kirche	a church
eine Post	a post office
ein Kino	a cinema
ein Schloss	a castle
ein Rathaus	a town hall
viele Geschäfte	lots of shops
viele Restaurants	lots of restaurants

Remember!
We can easily change these to say what our town doesn't have!
Es gibt keinen/keine/kein/keine...

Beschreibe dein Haus/deine Wohnung...
Describe your house/flat...

Mein Haus ist...	**My house is...**
sehr...	very...
ziemlich...	quite...
ein bisschen...	a bit...
(aber...	but...)
klein...	**small...**
groß...	**big...**
modern...	**modern...**
schön...	**beautiful...**
nett...	**nice...**
hässlich...	**ugly...**

In was für einem Haus wohnst du?
What kind of house do you live in?

Ich wohne in...	**I live in...**
einem Einfamilienhaus	a detached house
einem Doppelhaus	a semi-detached house
einem Reihenhaus	a terraced house
einem Bungalow	a bungalow
einem Wohnblock	a block of flats
einem Wohnwagen	a caravan
einer Wohnung	a flat

Was gibt es in deinem Haus?
What is there in your house?

Wir haben...	We have...
Es gibt...	There is/are...
Bei mir gibt es...	At mine there is...

einen Dachboden	Attic
einen Keller	Cellar
einen Garten	Garden
einen Flur	Hallway
eine Küche	Kitchen
eine Garage	Garage
eine Toilette	Toilet
ein Schlafzimmer	Bedroom
ein Badezimmer	Bathroom
ein Wohnzimmer	Living room
ein Esszimmer	Dining room
ein Arbeitszimmer/Büro	Study
ein Gästezimmer	Guestroom

Here are some activities in 3 tenses. Look for patterns. You will need to include all 3 tenses in your writing assessment!

GRAMMATIK

Past	Present	Future
Ich bin in die Stadt gegangen	**Ich gehe in die stadt**	**Ich werde in die Stadt gehen**
I went to town	I go to town	I will go to town
Ich habe Fußball gespielt	**Ich spiele Fußball**	**Ich werde Fußball spielen**
I played football	I play football	I will play football
Ich bin ins Fast-Food Restaurant gegangen	**Ich gehe ins Fast-Food Restaurant**	**Ich werde ins Fast-Food Restaurant gehen**
I went to a fast food restaurant	I go to a fast food restaurant	I will go to a fast food restaurant
Ich habe einen Einkaufsbummel gemacht	**Ich mache einen Einkaufsbummel**	**Ich werde einen Einkaufsbummel machen**
I went shopping	I go shopping	I will go shopping
Ich bin ins Kino/Theater/Schwimmbad gegangen	**Ich gehe ins Kino/Theater/Schwimmbad**	**Ich werde ins Kino/Theater/Schwimmbad gehen**
I went to the cinema/theatre/swimming pool	I go to the cinema/theatre/swimming pool	I will go to the cinema/theatre/swimming pool
Ich habe in … gewohnt	**Ich wohne in…**	**Ich werde in… wohnen**
I have lived in …	I live in …	I will live in…

WORD ORDER.

In German, sentences often start with the subject (I, you, he/she etc.), but they can also start with a different piece of information such as a time phrase.

The verb in German is ALWAYS the second idea. It ALWAYS lives at number 2 of "Sentence Street"

The verbs are highlighted in red above. If there are 2 verbs, it is only the first verb that is affected by this rule, the other will still go at the end of the sentence.

EXAMPLES

1) **Ich spiele Fußball**
Normalerweise spiele ich Fußball

2) **Ich habe Fußball gespielt**
Letztes Wochenende habe ich Fußball gespielt

3) **Ich werde Fußball spielen**
Nächstes Wochenende werde ich Fußball spielen

Viel Spaß beim lernen und viel Erfolg!

Year 9

ICT

Year 9 ICT Revision Python, Networks, Animation & More…

What I Must Know			
Define a variable			
Define a constant			
Explain a simple algorithm			
Identify missing components from an algorithm and complete it			
Explain the purpose of several programming constructs (e.g def / input / print)			
Identify and explain different data types (e.g string / integer / Boolean)			
Label an *IF / Else IF* statement			
Label a *For loop*			
Define an animation			

Year 9 ICT Revision Python, Networks, Animation & More…

What I Must Know			
Label a *While loop*			
Explain the purpose of the Text editor			
Explain the purpose of the shell			
Explain the difference between high level and low level code			
Define a LAN			
Define a WAN			
Define a PAN			
Explain the difference between a LAN and a WAN			
Explain the purpose of a keyframe			
Explain the purpose of layers			

Year 9 ICT Revision Python, Networks, Animation & More…

What I Must Know			
Explain the benefits of using network			
Explain the purpose of a router			
Identify network topologies (ring / star / bus / mesh)			
Explain the advantages and disadvantages of different topologies			
Explain the function of RAM			
State the function of ROM			
Explain the differences between hardware and software			
Identify examples of hardware and software			
Explain motion tweening			
Explain shape tweening			

YEAR 9 COMPUTER SCIENCE REVISION

Use this knowledge organiser to revise for your assessment. Try:practice questions (use your white book);

- using ***Craig and Dave / The computer science tutor*** on YouTube to revisit topics;
- getting someone to quiz you;
- making flashcards to use when quizzing;
- graphic organisers (e.g Mind maps)

INPUT DEVICE	STORAGE DEVICE	OUTPUT DEVICE
Keyboard	Optical - CD / DVD	Monitor
Mouse	Magnetic	Speakers
Touch Screen	Hard Drive	Headphones
Barcode Scanner	Solid State	Printer
OMR (Lottery / Multiple choice)		
Joystick		
Microphone		
Sensors		

MEMORY

RAM – holds currently running programs instructions and data - memory is volatile it is temporary

ROM – Boots up the PC and loads the OS- memory is non-volatile it is permanent

Differences: RAM is volatile / ROM non-volatile , RAM can be written to, ROM cant not be written to and their jobs are different (see above for job info)

Virtual Memory – When RAM is full the hard disk drive can be used to work as RAM.

Cache – Stores the frequently used programs instructions and data (a very small, fast memory located in the CPU, if used speeds up the FDE cycle as its less distance to travel)

```
age = 14
if age >= 18:
    print 'Adult'
else:
    if age >= 13:
        print 'Teenager'
    else:
        print 'Child'
```

VARIABLES

Variables are values held in the memory of the program that CAN NOT change

PERFORMANCE OF THE CPU

Faster Clock Speed– faster FDE cycles

More Cores – multitasking

More Cache – Can hold more frequently used programs Inst & data

SECONDARY STORAGE

A long term, permanent/non-volatile storage when the device is turned off

Magnetic, Optical and Solid State

Capacity	Cost
Durability	Portability
Access Speed	Physical Size
Reliability (MTBF)	

SIMPLE ALGORITHMS

```
answer = input('Is it raining? ')
if answer == 'yes':
    print('Take an umbrella!')
else:
    print('Put on a hat!')
```

```
weather = input("What is the weather doing today?")
if weather == "sunny":
    sunny = input("How hot is it?")
    if sunny == "very hot":
        print("Take some sunglasses with you!")
    elif sunny == "cool":
        print("Maybe take a jacket just in case?")
    else: print("Have a good day!")
elif weather == "rainy":
    print("Take an umbrella!")
else: print("Have a nice time today!")
```

DATA TYPESS

Programming languages store data as different types. You need to learn the ones in this table...

Data type	Pseudocode	Characteristics	Examples
Integer	int	Whole numbers only.	0, 6, 10293, -999
Real (or float)	real	Numbers that have a decimal part.	0.15, -5.87, 100.0
Boolean	bool	Can only take one of two values, usually TRUE or FALSE.	True/False, 1/0, yes/no
Character	char	A single letter, number, symbol.	'A', 'k', '5', '-', '$'
String	string	Used to represent text, it is a collection of characters.	"fsTmQ2", "$money$"

1/0 = bit
1024 bytes = 1 kilobyte
1024 megabytes = 1 gigabyte

4 bits = 1 nibble
1024 kilobytes = 1 megabyte
1024 gigabytes = 1 terabyte

8 bits = 1 byte

YEAR 9 COMPUTER SCIENCE REVISION

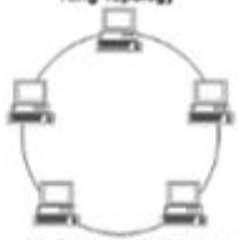
NETWORKS

Star Topology

http://www.computerhope.com

All PC's have cable connected them to central PC (Server)	
Advantages	Disadvantages
One cable breaks only 1 station breaks	Costly to install – Need powerful server
Consistent performace	Dependance on central computer
Easy to add new PCs	

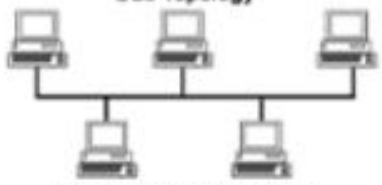
Ring Topology



http://www.computerhope.com

Computers connected to adjacent computers in a RING. Computers take it in turns to transmit passing a TOKEN around	
Advantages	Disadvantages
Not dependant on central computer	Single PC or cable breaks whole network breaks
Simple and Reliable	
Consistent performance even when network is busy	

Bus Topology



http://www.computerhope.com

Computers connected to single backbone cable. This is ahred. Only one computer can transmit at a time	
Advantages	Disadvantages
Easy to install	Main cable breaks whole network breaks
Less Cabling	Low performance if network busy
East to add new PCs	

WHAT IS A NETWORK?

A network is one or more devices connected together to communicate

LANs and WANs

PAN- Personal Area Network – covers one building such as a house, owns the infrastructure.
LAN- Local Area Network – (1 site / many buildings) covers a small geographical area, owns the infrastructure.
WAN- Wide Area Network – covers a large geographical area, does NOT own infrastructure – uses the internet.

NETWORK HARDWARE

Router	Hub
Switch	Network Interface Card
(NIC)	Wireless Access Point
(WAP)	Bridge
Server	Wi-Fi Card

BENEFITS OF NETWORKING

Sharing FILES and FOLDERS
Sharing peripheral devices
Sharing INTERNET connection
Use email to communicate
Instant messaging (COMUNICTATION)
Security managed centrally
Software distributed via network
Centralised back-ups
Centralised software roll-out / updates

WHAT IS A BANDWIDTH?

The amount of data that can be transferred within a given time (1 second) and is measured in Hz.
The larger the bandwidth the more data can be received at a given time.

WHAT IS A TOPOLOGY?

The layout of how the devices are physically connected together

ANIMATION

BASIC TERMINOLOGIES & KEY CONCEPTS

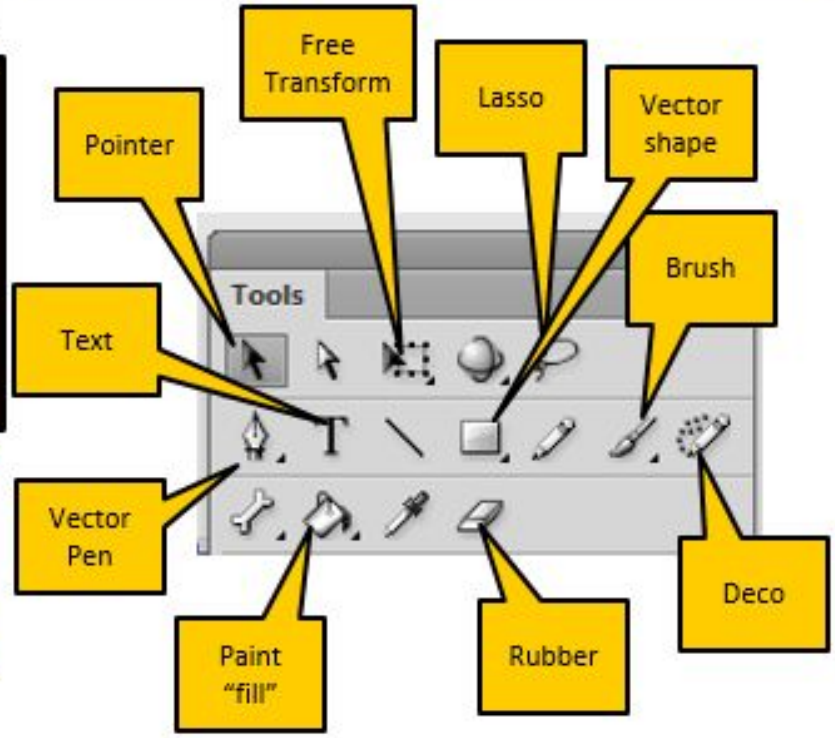
Animation– A collection of static images with slight changes and when played in quick succession, they look as if they are moving.

Keyframes – holds an images inside of a layer

Layers – holds each item separately so can move independently to the others. Can be locked.

Motion Tweening – The automatic movement / placement of an image in-between key frames.

Shape Tweening – The morphing of one object into another.



Year 9

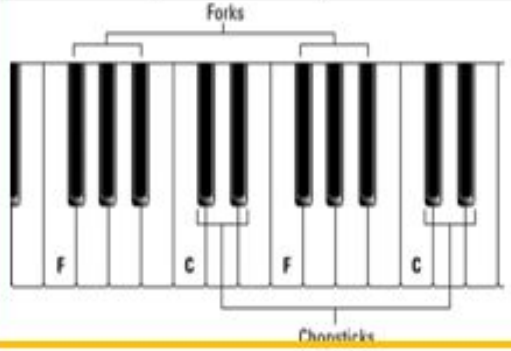
Music

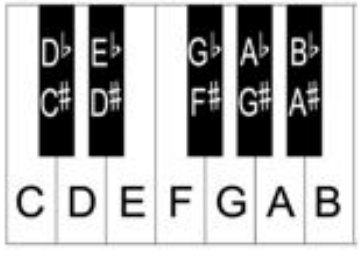
Year 9 Music Revision

What I Must Know			
Identify PERFORMANCE TECHNIQUES from STAFF NOTATION SYMBOLS			
Identify STAFF NOTATION SYMBOLS from PERFORMANCE TECHNIQUES			
Describe the effect created by various PERFORMANCE TECHNIQUES			
Explain how you have effectively used PERFORMANCE TECHNIQUES in your performing and composing			
Perform 'Titanic' to a drum track playing RH melody line and LH chords (Plickers assessment)			
Compose the lyrics for an 'Advertising jingle'			
Compose an extended 'movie score' piece using MUSESCORE software (free from https://musescore.com**)**			

YEAR 9 MUSIC REVISION: PITCH

Word	Common Abbreviations	English Definition and Description	Symbol
Accent		Marked. Note to be played more forcefully than those before or after it	
Fermata		To stop/ pause. The note should be longer than its originally intended value.	
Forza	fz	With force. Strongly accented	
Glissando	Gliss.	Glide. A rapid glide or slide up or down between two notes, playing all of the notes in between.	
Legato		Tied together. Notes are played with no breaks in between , grouped by a slur marking	
Marcato	Marc.	Marked. Note or passage to be played more forcefully than those before or after it	
Portato/ Mezzo-staccato		To carry. Notes are played only slightly detached. A gentle pulse-like touch on each note	
Rinforzando	rfz	Reinforcing. A more gradual emphasis than sforzando.	
Sforzando	Sfz.	Using sudden force.	
Staccatissimo		Very detached. Notes are played as an exaggerated staccato.	
Staccato	Stacc.	Detached. Notes are played short and separated from one another	
Tenuto		Sustained. Hold the note for its full length	





BRASS AND WOODWIND INSTRUMENTS

BLUDEO GUTONING	The player moves his/her tongue in a way that is like saying "Te Ke Te Ke"...etc. it is used to produce very fast notes.
LEPIRT GUTONING	The player moves his/her tongue in a way that is like saying "Te Ke Te Te Ke Te"...etc. it is used to produce very fast triplets, or notes which are grouped in threes.
RUTELFT GUTONING	A technique used by flute players. The player rolls his/her tongue whist blowing the note, giving a "flutter" effect.
DENGBIN THE ETON	A technique used especially by saxophonists and clarinettists (notably in jazz music). The player alters the pressure of air through the mouthpiece, and the result is a note that changes slightly (or even considerably) in pitch.
RACLURIC TEABRINGH	This is an advanced technique which involves breathing in through the nose whilst playing a long note! This allows players to keep playing for ages without stopping to take a breath.

BRASS INSTRUMENTS ONLY

HAW HAW FETCEFS (with cup mutes)	Brass players, especially trumpeters, often use mutes to create comical effects. Mutes are metal, plastic or cardboard devices which are placed in the bell of the instrument to produce unusual effects.
DONGILASS	This technique is used by trombonists, who "slide" the pitch of a note by moving the trombone slide up or down.

STRINGED INSTRUMENTS

TAZZIPCO	This means "pluck the string" as opposed to using the bow (which is termed "Arco").
BLUDEO POTSPING	This term means that the player plays two or more notes at a time, by allowing the bow to brush over two strings in one bow movement.
LOMERTO	This is a technique in which the player plays one note, but moves the bow up and down very quickly (but not very far) to produce a "vibrating" effect.
LOC GELNO	This means that the player turns the bow upside down, and plays notes with the wood of the bow (not the horsehair) in contact with the strings.
DONIGLASS	This effect gives a "sliding" effect from one note to another. A violinist, for example, would slide his/her left hand finger on the fingerboard as a note is played.
NOC NIRDIOS	This means "with mutes". It tells the player to fix a mute to his/her bridge. A mute is a small plastic or wooden device which muffles the sound sightly and makes the instruments sound quieter.

WAH WAH EFFECTS

FLUTTER TONGUING

TREMOLO

CIRCULAR BREATHING

TRIPLE TONGUING

COL LEGNO

GLISSANDO

DOUBLE STOPPING

PIZZICATO

CON SORDINI

BENDING THE NOTE

GLISSANDO

DOUBLE TONGUING

Year 9

P. E.

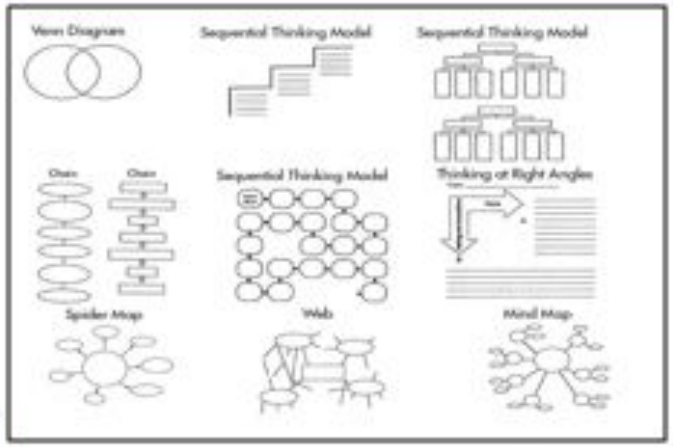
Year 9 PE Revision

What I Must Know			
Know the rules of various sporting activities			
Know what equipment is used in various sporting activities			
Know what playing area is used for various sporting activities			
Identify extrinsic injury risk factors for a variety of sports			
Identify intrinsic injury risk factors for a variety of sports			
Identify risk factors on a diagram (a picture of a sporting activity)			
Describe how an extrinsic risk factor can cause injury to a performer			
Describe how an intrinsic risk factor can cause injury to a performer			
Explain how a performer can reduce their extrinsic injury risk factor			
Explain how a performer can reduce their intrinsic injury risk factor			

KS3 PE REVISION – INJURY RISK FACTORS

Use this knowledge organiser to revise for your assessment. Try:

- practice questions;
- getting someone to quiz you;
- making flashcards to use when quizzing;
- graphic organisers (see right);
- the Cornell method (see right);
- talk for a minute on the given term/topic – no pauses, no hesitations. Slips or repetitions or micro pauses lose a 'life' – three strikes and you're out!



How to score top marks

Quizlet will help you gain the basic knowledge and your teacher will explain information to you in practical lessons. However, to score top marks on your test you will not only need to be able to list the knowledge below, you will need to be able to provide sporting examples (see right).

Sporting example

The weather is an extrinsic injury risk factor for football. For example, the playing surface could be slippery due to it having rained heavily before the match. A player could reduce their risk of injury by wearing studded football boots in order to gain more grip to the surface. This does not mean they would never slip or fall down but it does significantly reduce the risk factor.

Extrinsic factors

Environmental factors

Weather

Playing surface/performance area

Other participants

Type of activity

Some sports have a higher risk and present different injury risks.

E.g. contact to non-contact sports

Coaching/Supervision

Poor/incorrect techniques

Ineffective communication

Importance of rules and regulations

Equipment

Protective equipment (shin pads, gum shield)

Performance equipment (e.g. hockey stick, cricket bat)

Suitability of clothing/footwear

Safety hazards

Risk assessments – identify things that may cause harm, identify who could be harmed, identify steps to prevent harm

Safety checks – weather, surface/floor, equipment, clothing/footwear, jewellery removed, hair tied back

Emergency action plan (3 components-emergency personnel, emergency communication, emergency equipment)

Intrinsic factors

Physical Preparation

Training

Warm up

Cool down

Fitness levels

Overuse

Muscle imbalance

Individual variables

Flexibility-women are more flexible than men

Age-Young children and old people have lower levels of fitness, compared to young people

Nutrition-we need enough calories for energy to do sport

Sleep-fatigue can increase injury risk as we may miss things

Gender-men are stronger than women

Previous/reoccurring injuries-higher risk of injuring these again

Exam tip

Make sure you cannot only differentiate between an extrinsic and intrinsic injury risk factor, but that you can also group the different extrinsic and intrinsic injury risk factors into categories. For example, **flexibility** is an **individual variable**.

Remember if you are unsure about anything on this document come and ask your teacher – we are here to help!

Year 9

R. E.

Year 9 RE Revision

What I Must Know			
Key Terms			
The difference between literal and metaphorical interpretations of the Genesis creation story			
Christian beliefs that stem from the Genesis creation story			
Christian practices that stem from the Genesis creation story			
Key details of Genesis Chapter 1. Including a source of authority			
Key details of Genesis Chapter 2			
Key details of John Chapter 1. Including a source of authority			
a, b and c question structures			

Y9 Ethics and Belief Cycle 2 Revision Knowledge Organiser

Interpreting the Creation Myth - Literal versus Metaphorical

✔ There are different opinions between Christians about how the Bible should be interpreted: literally or metaphorically.
✔ **Literal:** The story is literally true in every detail. They would accept the word 'day' as 24 hours.
✔ **Metaphorical:** The story is symbolic or metaphorical. It is a myth. It isn't literally true/accurate in every detail These Christians see the word 'day' in the story as representing a longer period of time.

Christian beliefs that are based on the creation stories

✔ Humans are made in the image of God but are sinful and need God's forgiveness.
✔ The purpose of humankind is to have dominion over the earth which is shown through stewardship.
✔ The Fall was the 'Original Sin', which ruined the perfect relationship between God and humans. As a result of this, most Christians believe we are born with 'original sin'.

Christian practices that are based on the creation stories

✔ Christians perform their duty as stewards of the earth looking after God's creations for the next generation.
✔ Christians promote human rights as they believe we are all God's creations and as such we all have the right to be treated with respect.
✔ Catholics will confess their sins to their priest to be forgiven from sin.
✔ Christians will pray for forgiveness of their sins

Bible creation story 1: Genesis Chapter 1

✔ God creates everything from nothing (**ex nihilo**)
✔ Before creation there was nothing (**chaos**)
✔ God creates the world in 6 days
✔ God created humans in his own likeness: **"Let us make man in our own image and let them have dominion over all living creatures"**.
✔ Humans are given **dominion** (control) over the earth and all living things.

Bible creation story 2: Genesis Chapter 2

✔ The first human, Adam, is lonely, so God makes Eve from his rib.
✔ The serpent (devil) tempts Adam and Eve to eat the fruit of the Tree of the Knowledge of Good and Evil, which God told them not to eat
✔ Adam and Eve's sin is punished by God. They are banished from the Garden of Eden and doomed to die.

Bible creation story 3: Gospel of John

✔ **"In the beginning was the Word, and the Word was with God, and the Word was God."**
✔ Jesus is believed to be the 'word' that was at the beginning of the world.
✔ Jesus is the Son (a member of the Trinity, God)

Key Terms

Trinity: the Christian belief that God is Father, Son and Holy Spirit.
Agnostic: a person who is not sure if God exists
Atheist: a person who does not believe in God
Dominion: control over something, e.g. the natural world
Ex Nihilo: creation 'out of nothing'
Omnibenevolent: all-loving
Omnipotent: all-powerful
Source of Authority: a book, text or organisation that guides people on their beliefs e.g. The Bible for Christians
Stewardship: the responsibility of humanity to manage the world and animals for the next generation
Theist: a person who believes in a God
Genesis: 1st book of the Bible that contains the Christian creation story
Chaos: the nothingness before ex nihilo creation

Y9 Ethics and Belief Practice Questions, Model Answers and Structures

Question Structures	Model Answers	Practice Questions
Section 1 Complete the 10 different sentences using your knowledge of the **Key Terms** **Section 2** **(a) Outline 3 ways_____ [3 marks]** *Firstly…* *Secondly…* *Finally...* **(b) Describe 2 ways_ is different to_ [4 marks]** *Firstly..., whereas...* *Secondly..., whereas...* **(c) Explain 2 ways_____ [5 marks]** **You must support your reasons with evidence from the Bible.** *Firstly…, because…* *Therefore/For example…* *Secondly…, because…* *Therefore/For example…* *This is supported by…, because/therefore/this means…*	**Section 2** **(a) Outline 3 ways that participate in the Genesis creation story [3 marks]** *Firstly, God gives humanity dominion over all creatures and the earth.* *Secondly, humanity has a duty to be stewards over the earth by taking care of it for the next generations.* *Finally, woman is created using the rib of the man Adam.* **(b) Describe 2 ways that the Genesis creation story is different to scientific theories [4 marks]** *Firstly, the Genesis creation story describes the world being created in 6 days, whereas the theory of evolution shows us that the universe was formed over 13.8 billion years.* *Secondly, the genesis creation story describes God making all living creatures, whereas the theory of evolution suggests that all living creatures evolved from more simple life forms.* **(c) Explain 2 reasons why Christians believe Jesus saves them from their sins [5 marks]** **You must support your reasons with evidence from the Bible.** *Firstly, Christians believe Jesus saves them from their sins, because in life people can separate themselves from God. Therefore, they need God's forgiveness which is given to them through Jesus' death on the cross.* *Secondly, Christians believe Jesus saves them from their sins, because they believe all people are born with original sin. This means that they share in the first sin of Adam and Eve. This is supported by the book of Genesis which states that "God banished them from the Garden of Eden"* *Because of their original sin. Therefore all their descendants are born outside of Eden.*	**Section 2** (a) Outline 3 ways God created the world in the book of Genesis [3 marks] (a) Outline 3 ways the Genesis creation story shows God's omnipotence. [3 marks] (a) Outline the 3 creation stories found in the Bible [3 marks] (b) Describe 2 ways that Christians interpret the Genesis creation story [4 marks] (b) Describe 2 ways the Genesis creation story is different to the Big Bang theory. [4 marks] (b) Describe 2 ways the Genesis creation story is different to the theory of evolution [4 marks] (c) Explain 2 ways a Christian's beliefs and actions are influenced by the Genesis creation story. You must support your reasons with evidence from the Bible. [5 marks]