



**Year 9**

# Knowledge Booklets

For support with your child's progress, please contact  
Ms Barratt via [tw\\_admin@swale.at](mailto:tw_admin@swale.at)



# Contents Page

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In this booklet you will find important information about the curriculum followed by your child until the end of term 6 (Summer). Subject leaders have provided material which will help your child to prepare for their assessments and explained a little about how they can prepare. You can use the links on the pages to contact subject leaders if you have any questions. Teachers will set homeworks which help pupils to learn the material set out here.

We hope you and your child find the booklet informative and useful!

3.	English	43.	Art & Technology
6.	Maths	52.	Dance
11.	Science	56.	Drama
12.	Geography	59.	Music
15.	History	61.	PE
19.	MFL (Modern Foreign Languages)	64.	PCE
38.	Values		

Pupils will focus on Writing for Purpose and then Unseen Poetry in Terms 5 and 6. We are concluding our KS3 English study not by rushing into GCSE content but ensuring students in Y9 have the opportunity to encounter a wide range of texts, genres and concepts to give them a foundation for KS4. Further, we want to support students' independence in reading extracts and poetry.

The Key Stage Three Co-ordinator of English at The Whitstable School is Miss Smith.

	<b>Content of learning</b>	<b>Assessment</b>
<b>Term 5</b>	<ul style="list-style-type: none"><li>• Writing for purpose - covering fiction and nonfiction writing.</li><li>• Planning content, planning writing skills</li></ul>	A range of writing opportunities in the scheme plus a quiz on key knowledge
<b>Term 6</b>	<ul style="list-style-type: none"><li>• Unseen Poetry - approaches to reading, key terminology to analyse poetry, how to write analysis in paragraphs/essays, the form of poetry</li></ul>	Analysis of unseen poetry

DAFOREST TECHNIQUE Persuasive Language techniques	
<b>Direct Address</b>	You / your / our - pronouns which include the reader. E.g. Our town needs you to volunteer...
<b>Anecdotes</b>	Personal stories which illustrate your point of view e.g. One summer's day I saw 3 miles of traffic which...
<b>Facts</b>	Evidence which proves you're right e.g. The Labour Party has never had a female leader - this shows us...
<b>Opinions</b>	Language which presents a perspective e.g. It is my belief that we should look after our water usage
<b>Rhetorical Questions</b>	A question which doesn't demand an answer - poses thought to reader e.g. do you have £3 to spare for the homeless?
<b>Emotive Language</b>	Language which targets readers' feelings e.g. the weak, shivering puppies need charities to help them
<b>Statistics</b>	Numbers/percentages which prove you are right e.g. 35% of students who are punctual gain grade 7s or higher
<b>Triples/repetition</b>	Items which come in threes/repeat something three times e.g. education, education, education

CAMPERS TECHNIQUES Descriptive Language	
<b>Colours</b>	'...no pleasant images of trees, Of sea or sky, No colours of green fields.' - The Prelude
<b>Alliteration</b>	'Round the decay, Of that colossal wreck, boundless and bare, The lone and level sands stretch far away.' - Ozymandias
<b>Metaphor</b>	'Space is a salvo. We are bombarded by the empty air. Strange, it is a huge nothing that we fear.' - Storm on the Island
<b>Personification</b>	'I comb its hair and love its shining eyes, My city takes me dancing through the city...' Emigree
<b>Emotive Imagery</b>	'The patriotic tear that had brimmed in his eye, Sweated like molten iron from the centre of his chest,' - Bayonet Charge
<b>Repetition</b>	'Canon to the right of them, Canon to the left of them, Canon in front of them...' - The Charge of the Light Brigade
<b>Similes/Senses</b>	'Far off, like a dull rumour of some other war' - Exposure

Terminology explained	
<b>Structure</b>	<b>Poems</b> can be <b>structured</b> , with rhyming lines and meter, the rhythm and emphasis of a line based on syllabic beats. <b>Poems</b> can also be freeform, which follows no formal <b>structure</b> . The basic building block of a <b>poem</b> is a verse known as a stanza
<b>Form</b>	<b>Form</b> , in poetry, can be understood as the physical structure of the <b>poem</b> : the length of the lines, their rhythms, their system of rhymes and repetition. In this sense, it is normally reserved for the type of <b>poem</b> where these features have been shaped into a pattern, especially a familiar pattern.
<b>Rhyme</b>	<b>Rhyme</b> is the correspondence of two or more words with similar-sounding final syllables placed so as to echo one another. <b>Rhyme</b> is used by <b>poets</b> and occasionally by prose writers to produce sounds appealing to the reader's senses and to unify and establish a <b>poem's</b> stanzaic form.
<b>Meter</b>	<b>Meter</b> is the basic rhythmic structure of a line within a work of <b>poetry</b> . <b>Meter</b> consists of two components: The number of syllables. A pattern of emphasis on those syllables.
<b>Theme</b>	The <b>theme</b> is the idea or message that runs through the poem; power and conflict being the main themes of the poems in this anthology. Love, loss, identity, memory and trauma also feature in several of them

In maths you will be covering the below topics over the course of terms 5 and 6.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Summer	Reasoning with number						Reasoning with geometry					
	Numbers		Using Percentages		Maths & Money		Deduction		Rotations and translation		Pythagoras' theorem	

We use the White Rose Maths mastery scheme of work which is available to view on the website:

<https://whiterosemaths.com/resources/secondary-resources/secondary-sols/>

At the end of each unit students will complete a unit key task, which will consist of a short one lesson test based on the unit studied. This will then be marked in the same lesson for instant feedback.

Any questions or queries regarding maths can be directed to:

Mr Yates (Director of Maths)

Mrs Bailes (2nd in Maths)

## What do I need to be able to do?

By the end of this unit you should be able to:

- Identify integers, real and rational numbers.
- Work with directed number.
- Solve problems with number.
- Find HCF/LCM
- Add/subtract fractions.
- Multiply/divide fractions.
- Write numbers in standard form.

## Key Terms

<b>Integer</b>	A whole number that is positive or negative.	<b>Quotient</b>	The result of a division.
<b>Rational</b>	A number that can be made by dividing two integers.	<b>Product</b>	The result of a multiplication.
<b>Irrational</b>	A number that cannot be made by dividing two integers.	<b>Multiples</b>	Found by multiplying any number by positive integers.
<b>Inverse operation</b>	The operation that reverses the action.	<b>Factor</b>	Integers that multiply together to get another number.

### Integers, real and rational numbers

Rational – root word: ratio

Real numbers:  $\frac{2}{3}$  stems from 2:1 ( $\frac{2}{3}$  of the whole)

Irrational numbers:  $\sqrt{2}$  the solution is a decimal that never ends and does not repeat

The square root of a negative is not a real number and cannot be found

### HCF/LCM

It is a common factor of all numbers

Common factors are factors two or more numbers share

HCF – Highest common factor

HCF of 18 and 30

18: 1, 2, 3, 6, 9, 18

30: 1, 2, 3, 5, 6, 10, 15, 30

HCF = 6

LCM – Lowest common multiple

LCM of 9 and 12

9: 9, 18, 27, 36, 45, 54

12: 12, 24, 36, 48, 60

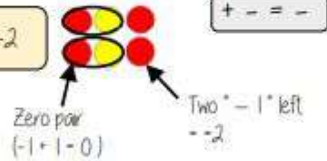
LCM = 36

The first time their multiples match

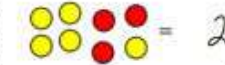
### Directed number

#### Addition

$$2 + -4 = -2$$



#### Subtraction



Representation for calculation

$$2 - -1 = 3$$

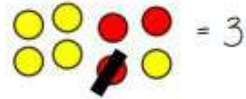
Take away one

Start with the representation of 2

Generalisation

$$- - - +$$

"Subtract" – means take away or remove



#### Multiplication



$$-2 \times -3 = 6$$

Divisions are the inverse operations

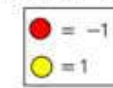


a = 5

b = -4

Brackets around negative substitutions helps remove calculation errors

$$2a - b = 2 \times 5 - (-4) = 10 + 4 = 14$$



The act of making counters into their negative is turning them over

### Multiplication/ Division of fractions

Shade in 3 parts

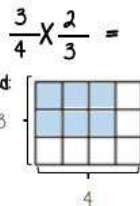
Repeat it on this many rows

$$\frac{3}{4} \times \frac{2}{3} = \frac{6}{12}$$

This many columns

This many rows

Modelled



Parts shaded

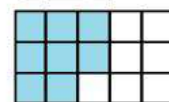
Total number of parts in the diagram

Remember to use reciprocals

$$\frac{2}{5} \div \frac{3}{4} = \frac{2}{5} \times \frac{4}{3} = \frac{8}{15}$$

Multiplying by a reciprocal gives the same outcome

Represented



$$= \frac{8}{15}$$

### Standard form

Any number between 1 and less than 10

$$A \times 10^n$$

Any integer

$$6 \times 10^5 + 8 \times 10^5$$

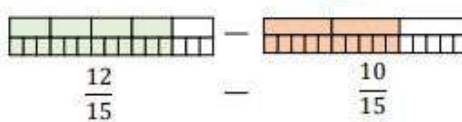
$$= 600000 + 800000 = 1400000 = 1.4 \times 10^6$$

$$(1.5 \times 10^5) \div (0.3 \times 10^3)$$

$$= 15 \div 0.3 \times 10^5 \div 10^3 = 50 \times 10^2 = 5 \times 10^3$$

### Addition/ Subtraction of fractions

$$\frac{4}{5} - \frac{2}{3}$$



$$= \frac{2}{15}$$

Use equivalent fractions to find a common multiple for both denominators

## What do I need to be able to do?

By the end of this unit you should be able to:

- Use FDP equivalence.
- Calculate percentage increase and decrease.
- Express percentage change.
- Solve reverse percentage problems.
- Solve percentage problems (calculator and non calculator problems).

## Key Terms

<b>Percent</b>	Parts per 100 - written using the % symbol.	<b>Reduce</b>	To make smaller in value.
<b>Decimal</b>	A number in our base 10 number system. Numbers to the right of the decimal place are called decimals. .	<b>Growth</b>	To increase/ to grow.
<b>Fraction</b>	A fraction represents how many parts of a whole value you have.	<b>Multiplier</b>	The number you are multiplying by.
<b>Equivalent</b>	Of equal value.	<b>Profit</b>	The income take away any expenses/costs.

### Converting FDP

70/100 → This also means 70 - 100 → 70 out of 100 squares → 70 "hundredths" - 7 "tenths" → 0.7 → 70 hundredths = 70%

Using a calculator:  $\frac{70}{100} = 0.7$

Convert to a decimal:  $\frac{70}{100} = 0.7$

Be careful of recurring decimals: e.g.  $\frac{1}{3} = 0.333333$ ,  $\frac{1}{3} = 0.\dot{3}$  (The dot above the 3)

$\times 100$  converts to a percentage

### Percentage Increase/ Decrease

**Decrease:** 100% → 42% → Decrease by 58%

**Increase:** 100% → Increase by 12%

Multiplier Less than 1:  $100 - 0.58 = 0.42$

Multiplier More than 1:  $100\% + 12\% = 112\%$ ,  $100 + 0.12 = 112$

### Percentage change

I bought a phone for £200. A year later sold it for £125.

Percentage loss:  $\frac{75}{200} \times 100 = 37.5\%$

All values of change compare to the ORIGINAL value.

### FDP Equivalence

Percentage: 100% = a whole = 100 hundredths

10 hundredths: 10 out of 100 = 10%

One hundredth:  $\frac{10}{100} = \frac{1}{10} = 0.10$  (one whole split into 100 equal parts)

ones	tenths	hundredths
	•	•

### Reverse Percentages

40% of my number is 16. What am I thinking of?

Original Number (100%): 4 4 4 4 4 4 4 4 4 4 4

16

140% of my number is 84. What is the original number?

Original Number (100%): 6 6 6 6 6 6 6 6 6 6 6 6 6 6

84

Try to scale down to 10% or 1% and then scale back up to 100%

40% = 16, 10% = 4, 100% = 40

140% = 84, 10% = 6, 100% = 60

**Difference in values** × 100 / **Original value**

I bought a house for £180,000, I later sold it for £216,000.

Percentage profit:  $\frac{36000}{180000} \times 100 = 20\%$

Money made (profit value)

### What do I need to be able to do?

By the end of this unit you should be able to:

- Identify the order of rotational symmetry.
- Rotate a shape about a point on the shape.
- Rotate a shape about a point not on the shape.
- Translate by a given vector.
- Compare rotations and reflections.

### Key Terms

<b>Rotate</b>	A rotation is a circular movement.	<b>Vertex</b>	A point two edges meet.
<b>Symmetry</b>	When two or more parts are identical after a transformation.	<b>Horizontal</b>	From side to side.
<b>Regular</b>	A regular shape has angles and sides of equal lengths.	<b>Vertical</b>	From up to down.
<b>Invariant</b>	A point that does not move after a transformation.		

### Rotate from a point (outside a shape)

Image: 90° anti-clockwise

Point of rotation

Original shape

- 1 Trace the original shape (mark the point of rotation)
- 2 Keep the point in the same place and turn the tracing paper
- 3 Draw the new shape.

### Rotate from a point (in a shape)

Original shape

Point of rotation

Image 90° clockwise

- 1 Trace the original shape (mark the point of rotation)
- 2 Keep the point in the same place and turn the tracing paper
- 3 Draw the new shape.

Clockwise      Anti-Clockwise

### Translation and vector notation

Vector Notation  $\begin{pmatrix} 1 \\ -2 \end{pmatrix}$

How far left or right to move  
Negative value (left)  
Positive value (right)

How far up or down to move  
Negative value (down)  
Positive value (up)

Translation  $\begin{pmatrix} -3 \\ 3 \end{pmatrix}$

Original shape

Every vertex has been translated by the same amount

### Compare rotations and reflections

**R** Reflections are a mirror image of the original shape.

Information needed to perform a reflection

- Line of reflection (Mirror line)

Rotations are the movement of a shape in a circular motion

Information needed to perform a rotation

- Point of rotation
- Direction of rotation
- Degrees of rotation

### Rotational Symmetry

Tracing paper helps check rotational symmetry

- 1 Trace your shape (mark the centre point)
- 2 Rotate your tracing paper on top of the original through 360°
- 3 Count the times it fits back into itself

A regular pentagon has rotational symmetry of order 5



## What do I need to be able to do?

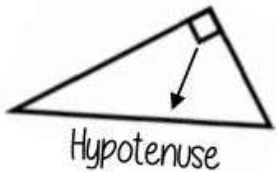
By the end of this unit you should be able to:

- Use square and cube roots.
- Identify the hypotenuse.
- Calculate the hypotenuse.
- Find a missing side in a Right angled triangle.
- Use Pythagoras' theorem on an axes.
- Explore proofs of Pythagoras' theorem.

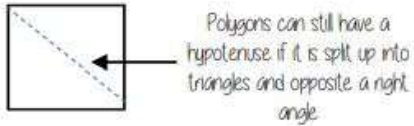
## Key Terms

<b>Square number</b>	The output of a number multiplied by itself.	<b>Opposite</b>	The side opposite the angle of interest.
<b>Square root</b>	A value that can be multiplied by itself to give a square number.	<b>Adjacent</b>	The side next to the angle of interest.
<b>Hypotenuse</b>	The largest side on a right angles triangle. Always opposite the right angle.		

### Identify the hypotenuse

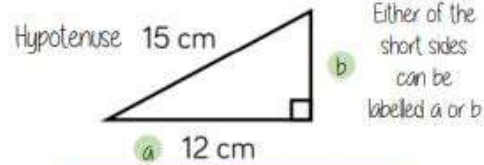


The hypotenuse is always the longest side on a triangle because it is opposite the biggest angle.



Polygons can still have a hypotenuse if it is split up into triangles and opposite a right angle.

### Calculate missing sides



Either of the short sides can be labeled a or b.

$$a^2 + b^2 = \text{hypotenuse}^2$$

$$12^2 + b^2 = 15^2$$

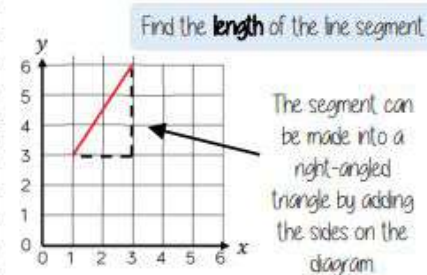
1 Substitute in the values you are given

$$144 + b^2 = 225$$

Rearrange the equation by subtracting the shorter square from the hypotenuse squared

$$\text{Square root to find the length of the side} \begin{cases} b^2 = 111 \\ b = \sqrt{111} = 10.54 \text{ cm} \end{cases}$$

### Pythagoras' theorem on a coordinate axis



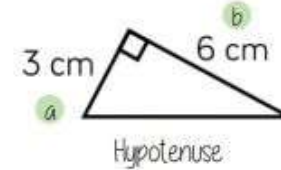
The line segment is the hypotenuse

$$a^2 + b^2 = \text{hypotenuse}^2$$

The lengths of a and b are the sides of the triangle

Be careful to check the scale on the axes

### Calculate the hypotenuse



Either of the short sides can be labeled a or b

$$a^2 + b^2 = \text{hypotenuse}^2$$

1 Substitute in the values for a and b

$$3^2 + 6^2 = \text{hypotenuse}^2$$

$$9 + 36 = \text{hypotenuse}^2$$

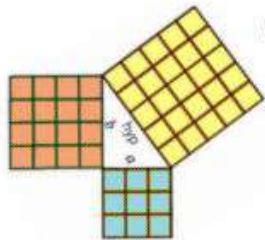
$$45 = \text{hypotenuse}^2$$

2 To find the hypotenuse square root the sum of the squares of the shorter sides

$$\sqrt{45} = \text{hypotenuse}$$

$$6.71 \text{ cm} = \text{hypotenuse}$$

### Determine if a triangle is right-angled



If a triangle is right-angled, the sum of the squares of the shorter sides will equal the square of the hypotenuse.

$$a^2 + b^2 = \text{hypotenuse}^2$$

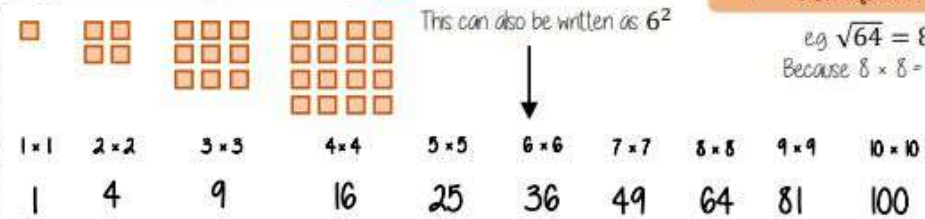
$$\text{eg } a^2 + b^2 = \text{hypotenuse}^2$$

$$3^2 + 4^2 = 5^2$$

$$9 + 16 = 25$$

Substituting the numbers into the theorem shows that this is a right-angled triangle

### Squares and square roots



Square numbers

$\sqrt{\quad}$  is the square root symbol

eg  $\sqrt{64} = 8$   
Because  $8 \times 8 = 64$

In Science we assess at the end of each topic. Students will complete a unit key task, which will consist of a Part A test for one lesson based on the unit studied and a Part B test that assesses information studied so far in science. This will then be followed by a feedback lesson where the students will have an opportunity to look at their areas of strength and weaknesses from the topic.

The lead for science at The Whitstable School is Mr Baker.

	<b>Topic</b>	<b>Assessment</b>
<b>Term 5</b>	C2- Elements, compounds and mixtures	Pupils will investigate and learn about different methods to separate mixtures, along with the theory of how different elements bond together to form molecules, compounds and giant carbon structures.
<b>Term 6</b>	P2- Forces in motion and action	Pupils will learn about different forces and Newton's laws. This unit includes the calculation of speed, acceleration, forces on an object and the effect of forces on elastic objects.

Homework is to complete at least two daily tasks plus bonuses per week on Tassomai.

Pupils will look at how sustainable we are on different scales; locally, nationally and globally. Then, in Term 6, pupils will revisit some of the essential geographical skills needed to excel at geography.

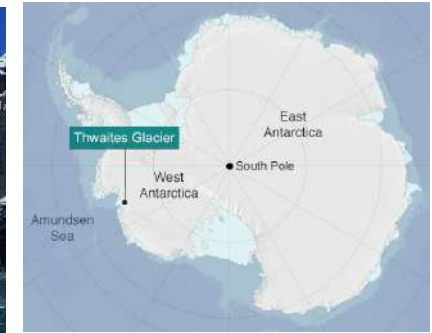
The lead for geography at The Whitstable School is Miss Gilbert

	Topic	Assessment
<b>Term 5</b>	Cold Environments & Glaciers	Knowledge based assessment on the core strands of the geography national curriculum;  Section A: locational and place knowledge Section B: human and physical geography Section C: geographical skills
<b>Term 6</b>	The processes and politics of Rivers	Knowledge based assessment on the core strands of the geography national curriculum;  Section A: locational and place knowledge Section B: human and physical geography Section C: geographical skills

Pupils should use this knowledge organiser as part of their revision. Pupils can also use [BBC Bitesize](#)

### Key words:

<b>Glaciers</b>	Large masses or rivers of ice
<b>Abrasion</b>	Rock stuck in the ice grinding against the rocks below
<b>Plucking</b>	Rocks being pulled along by the glacier
<b>U-shaped valley</b>	Also known as glacial troughs, are created by glaciers eroding over time
<b>Erosion</b>	The wearing away of rocks over time
<b>Ribbon lakes</b>	Narrow lakes formed in U-shaped valleys where there are bands of hard rock and soft rock
<b>Corrie</b>	An armchair shaped depression caused by glaciation
<b>Tarns</b>	Lakes that form in corries
<b>Arête</b>	A knife edge ridge formed between two corries



### Tourism in the Lake District

Previously glaciated areas have become popular tourist destinations all over the world, including the UK (such as the Lake District). The landscape of mountains, valleys, corries, ribbons lakes and tarns provide ample opportunity for recreational activities.

Tourism is the main source of income for Lake District economy. Tourism brings great benefits to the area. Visitors spend money on accommodation, food, drink and leisure activities and indirectly support other business such as wholesalers and the building trade.

- There were 18.14 million tourists to the Lake District in 2022
- There were 29.15 million tourist days (spending more than three hours) in the Lake District in 2022
- Tourism revenue for the Lake District in 2022 was £2164 million (£2.164 billion)



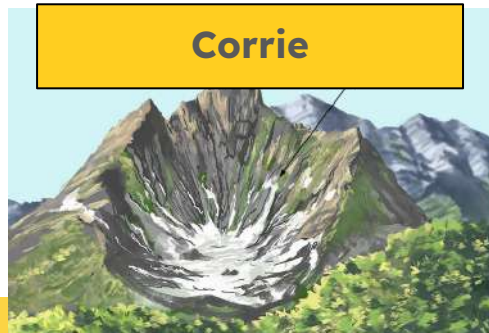
**U-Shaped Valley**



**Drumlin**



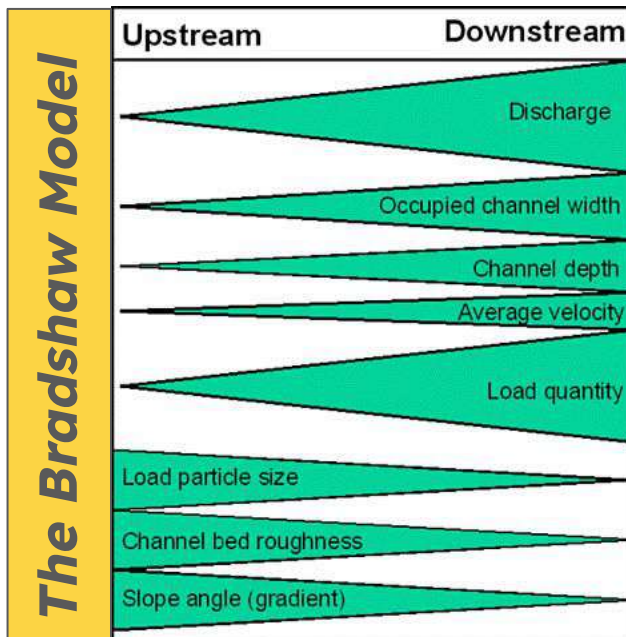
**Ribbon Lake**



**Corrie**

Physical Geography	Human Geography	Environmental Geography
Rivers are an important physical feature. The <b>fluvial processes</b> within rivers are responsible for some of the world's most impressive natural landforms, including <b>waterfalls</b> , lakes and estuaries. As a river changes in <b>gradient, velocity</b> and <b>discharge</b> , so too does the intensity of erosion. Rivers play a vital role in shaping the natural world that they dictate.	Rivers provide many opportunities for <b>development</b> . Over 50% of the world's population live within 3 km of an area of freshwater, and only 10% live further than 10 km away. Water is a vital resource for agricultural, industrial and domestic use. It can also provide us with energy in the form of <b>hydroelectric power</b> . The rise of adventure tourism is also enhancing the value of rivers as locations for recreational activities. However, these uses are not without conflict	Rivers provide a range of <b>ecosystems</b> and habitats for many different species, both globally and in the UK. However, as urban populations on the banks of rivers continue to grow, so too does the quantity of waste and <b>plastic pollution</b> in rivers. This harms both natural habitats, but also has a bigger impact on human beings in the form of <b>microplastic</b> consumption.

Key Words:	
<b>Erosion</b>	The process of materials (rock, sediment) being worn away over time.
<b>Transportation</b>	The process of the river carrying sediment along its course.
<b>Deposition</b>	The process of the river dropping sediment and it building up over time.
<b>Tributary</b>	A smaller channel that joins onto the main river channel.
<b>Velocity</b>	The speed at which water in the river flows.
<b>Discharge</b>	The volume of water within the river channel.
<b>Urbanisation</b>	The process of an area becoming more urban and built up.
<b>Hydroelectricity</b>	Energy produced through dams.
<b>Zambezi</b>	A major river in southern Africa, a key feature being Victoria Falls.
<b>Ganges</b>	A major river in India and Bangladesh, the most populated river in the world.



In term 5 and 6, students will study 2 thematic topics, Crime and Medicine. Crime will span from the Middle Ages to present, looking at the ways crimes changed, how punishments developed and also key events like the abolition of capital punishment. Then in term 6, year 9 will begin a new thematic topic of Medicine, looking especially at the causes, preventions, treatments and key changes in the Middle Ages and Renaissance.

The lead for history at The Whitstable School is Mrs Coleman.

	<b>Topic</b>	<b>Assessment</b>
<b>Term 5</b>	Crime and Punishment: How has crime and punishment changed over time?	Knowledge questions and an extended writing assessment based on Medieval crime.
<b>Term 6</b>	Medicine: How did medicine change from the Middle Ages to the Renaissance?	GCSE Exam style question on Medieval and Renaissance medicine.

Pupils should use the knowledge organisers that follow as part of their revision.

### Key people:

**Robert Peel**  
Set up the metropolitan police in 1829



**Elizabeth Fry**  
Campaigner for prison reform in 1820s



**Derek Bentley**  
Executed for murder in 1953



**Albert Pierrepoint**  
Executioner from 1931 - 1956



### Key words:

**Trial by ordeal** was a trial where guilt or innocence is proven by painful means.

**Trial by Jury** was a trial where guilt or innocence is decided by a group of people.

**Deter** means to discourage someone from doing something.

**Wergild** was a fine to be paid for murder.

**Maiming** injuring someone so that they are permanently scarred.

**Clergy** are the people who work within the Church and have been ordained as priests, ministers, etc.

**Benefit of Clergy** is the rule that says clergy stand different trials for crimes within the Church.

**Reform** is making changes in order to improve things.

**Poaching** means illegally hunting animals.

**Treason** is a crime against the monarch, usually putting their life or authority in danger.

**Arson** means setting a fire on purpose.

**Hue and Cry** means when someone witnessed a crime they would shout out and the whole village would be responsible for finding the criminal.

**Punishment** means a penalty for committing a crime.

**Law enforcement** means the action of making people observe and comply with the law.

**Crime** is an action or offence that is punishable by law.

**Retribution** is punishment inflicted as revenge for a crime.

**Rehabilitation** is the process of helping criminals to change their behaviour so as not to recommit crimes.

### Assessment question and objectives:

- Knowledge questions and extended writing question:  
Explain how the Church affected justice in the Medieval period.

Ao1: Knowledge    Ao2: Analysis    Ao3: Sources    Ao4: Interpretations

### Timeline:

**1215** Church forbids trial by ordeal

**1494** Vagabonds and Beggars Act

**1542** Witchcraft made illegal and punishable by death

**1601** Poor Law

**1601** Houses of correction set up in each county

**1605** Gunpowder plot

**1688** Law lists 50 offenses punishable by death

**1723** black acts make poaching punishable by death

**1748** Bow Street Runners, the first British police force, set up.

**1778** transportation to Australia begins

**1810** Law lists 222 crimes punishable by death

**1813** Elizabeth Fry visits prisoners at Newgate and begins to fight for reform.

**1829** Metropolitan police set up by Robert Peel

**1832** Law reduces the crimes punishable by death to 60

**1842** Pentonville prison opens

**1857** Transportation abolished

**1933** Execution of under 18's ends

**1953** Execution of Derek Bentley

**1965** Death penalty abolished for most crimes

**1998** Britain becomes totally free of the Death Penalty

**2006** Racial and Religious Hatred Act makes racial abuse a crime

### Knowledge Questions:

- Which organisation held the most power in the Middle Ages in Europe?**  
The Roman Catholic Church
- What was Sanctuary?**  
People who committed crimes could stay in a church and not be arrested for 40 days.
- What is an example of trial by ordeal?**  
Trial by water or trial by hot water/iron
- What is a vagabond?**  
A person who wanders around places without a home or job.
- Why did people take witchcraft more seriously in England after 1603?**  
King James I wrote a book about how to find a witch.
- What was the 'Bloody Code'?**  
The 50 crimes punishable by death in 1688.
- What was the difference between deserving and undeserving poor?**  
Deserving poor couldn't work, undeserving wouldn't work.
- How many murders was Jack the Ripper linked to?**  
Between 5 and 11
- Where were the Jack the Ripper murders committed?**  
Whitechapel in London
- How many people who had been hanged for murder in Britain were later exonerated after their execution?**

### Key people:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### Key words:

**T**\_\_\_\_\_ **by o**\_\_\_\_\_ was a trial where guilt or innocence is proven by painful means.

**T**\_\_\_\_\_ **by J**\_\_\_\_\_ was a trial where guilt or innocence is decided by a group of people.

**D**\_\_\_\_\_ means to discourage someone from doing something.

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**M**\_\_\_\_\_ injuring someone so that they are permanently scarred.

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**B**\_\_\_\_\_ **of C**\_\_\_\_\_ is the rule that says clergy stand different trials for crimes within the Church.

**R**\_\_\_\_\_ is making changes in order to improve things.

**P**\_\_\_\_\_ means illegally hunting animals.

**T**\_\_\_\_\_ is a crime against the monarch, usually putting their life or authority in danger.

**A**\_\_\_\_\_ means setting a fire on purpose.

**H**\_\_\_\_\_ **and C**\_\_\_\_\_ means when someone witnessed a crime they would shout out and the whole village would be responsible for finding the criminal.

**P**\_\_\_\_\_ means a penalty for committing a crime.

**L**\_\_\_\_\_ **e**\_\_\_\_\_ means the action of making people observe and comply with the law.

**C**\_\_\_\_\_ is an action or offence that is punishable by law.

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**1605** \_\_\_\_\_ plot

**1688** Law lists \_\_\_ offenses punishable by death

**1723** black acts make \_\_\_\_\_ punishable by \_\_\_\_\_

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**1778** transportation to \_\_\_\_\_ begins

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**1842** \_\_\_\_\_ prison opens

**1857** \_\_\_\_\_

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**1953** Execution of \_\_\_\_\_

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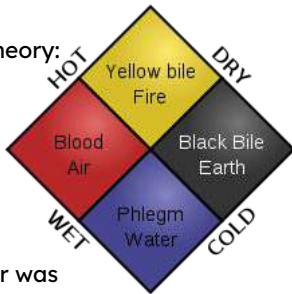






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### Knowledge Questions:

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- What is an example of trial by ordeal?
- What is a vagabond?
- Why did people take witchcraft more seriously in England after 1603?
- What was the 'Bloody Code'?
- What was the difference between deserving and undeserving poor?
- How many murders was Jack the Ripper linked to?
- Where were the Jack the Ripper murders committed?
- How many people who had been hanged for murder in Britain were later exonerated after their execution?



<p><b>Paper 1.</b></p> <p><b>Medicine in Britain: c1250-present.</b></p> <p><b>Medieval England 1250-1500</b></p> 	<p><b>Causes of illnesses</b></p> <p><b>Religious:</b> Belief that God caused illnesses.</p> <p><b>Supernatural:</b> Astrology also used to help diagnose illnesses.</p> <p><b>Rational:</b> Four Humours Theory: Body made of four liquids (blood, phlegm, black and yellow bile). Imbalance of these humours can cause illness and disease.</p> <p><b>Hippocrates</b></p> <p><b>Miasma:</b> Belief that bad air was harmful and cause illnesses</p> 	<p><b>Prevention and Treatment</b></p> <p><b>Supernatural treatments:</b> Praying, fasting + Pilgrimages.</p> <p><b>Rational treatments:</b> Bloodletting, leeches + purging.</p> <p>Herbal remedies also used to treat the sick. Medieval people also encouraged to take care of their bodies - exercise, sleeping and keeping clean.</p> <p><b>Physician:</b> Diagnosed illnesses and suggested treatments. Studied patients' blood and urine.</p> <p><b>Apothecary:</b> Mixed herbal remedies.</p> <p><b>Barber Surgeon:</b> Performed simple surgery.</p> <p><b>Hospitals:</b> Owned and run by the Church.</p> <p><b>Home:</b> Majority of sick cared for at home (women).</p> 	<p><b>Individuals</b></p> <p><b>Hippocrates:</b> Four Humours Theory. + = Observed patients/recorded symptoms + Hippocratic Oath. - = Ideas on causes of disease were wrong.</p> <p><b>Galen:</b> Theory of Opposites. + = Wrote over 250 books on medicine. - = Made mistakes - Jaw bone made of 1 bone not 2.</p> <p><b>Case Study: Black Death (1348)</b></p> <p><b>Causes:</b> Sent by God as punishment, bad air that corrupted the body's four humours.</p> <p><b>Treatment:</b> Prayer, charms, bleeding and purging, sniffing strong herbs, and fires lit to remove bad air.</p> <p><b>Prevention:</b> Pray to God, Flagellants + streets cleaned.</p> 
<p><b>Renaissance England 1500-1700</b></p> 	<p><b>Causes of illnesses</b></p> <p><b>Continuities:</b> Miasma Theory, influence of Church during epidemics and that supernatural beliefs.</p> <p><b>Changes:</b> Most accepted that illnesses were not sent by God, decline of importance regarding the Four Humours Theory and analysis of urine.</p> <p>There was a move away from old ideas about the causes of illness but they had not been replaced!</p>	<p><b>Prevention and Treatment</b></p> <p><b>Continuities:</b> Bloodletting, herbal remedies, removal of bad air, use of apothecaries + surgeons for the poor and role of women caring for the sick who could not go to hospitals.</p> <p><b>Changes:</b> People looked for chemical cures for diseases, Renaissance hospitals began to treat people with wounds and infectious diseases and Pest Houses.</p> 	<p><b>Individuals</b></p> <p><b>Thomas Sydenham:</b> 'English Hippocrates'. + = Placed importance on observing a patient. - = Doctors/physicians still reliant on Galen's work.</p> <p><b>Vesalius:</b> 'On the Fabric of the Human Body'. + = Corrected 300 mistakes by Galen on anatomy. - = Caused controversy by challenging Galen's work.</p> <p><b>William Harvey:</b> Circulation of the blood. + = Proved that arteries and vein were linked together. - = Considered to be mad as challenged Galen's work.</p> <p><b>Case Study: Great Plague (1665)</b></p>
<p><b>Key Words</b></p> <p><b>Epidemic:</b> Disease that spreads quickly.</p> <p><b>Printing Press:</b> Machine for printing text/pictures.</p> <p><b>Renaissance:</b> Revival of ideas from 1500-1700.</p> <p><b>Royal Society:</b> Set up in 1660 to discuss new ideas in medicine and science. Sponsored scientists.</p> 	<p><b>Key Words</b></p> <p><b>Pomander:</b> Ball containing perfumed substances.</p> <p><b>Transference:</b> Belief that an illness can be transferred to something else.</p> <p><b>Pest House:</b> Hospitals that specialised in one disease.</p> 	<p><b>Causes:</b> Unusual alignment of the planets, sent by God as punishment, imbalance of Four Humours + Miasma.</p> <p><b>Treatment:</b> Prayer, quarantine, fasting, smoking tobacco to ward off miasma + Plague Doctors.</p> <p><b>Prevention:</b> Local governments tried the following: banning public meetings, closing theatres, sweeping the streets, burring barrels of tar and sweet smelling herbs to ward off miasma, killing cats and dogs.</p>	



# MFL – Spanish

In Spanish this term, pupils will learn to talk about travel and tourism.

The Subject Leader for MFL Spanish is Ms. Amboage

	<b>TOPIC</b>	<b>ASSESSMENT</b>
<b>Term 5</b>	<b>Travel and tourism 1</b>	<ul style="list-style-type: none"><li>- <i>What do you do during the summer?</i></li><li>- <i>How do you prefer to spend the summer holidays?</i></li><li>- <i>Where are you going to go on holiday?</i></li></ul>
<b>Term 6</b>	<b>Travel and tourism 2</b>	<ul style="list-style-type: none"><li>- <i>What did you do on holiday last year?</i></li><li>- <i>Where did you stay and what was it like?</i></li></ul>



What do you normally do in the summer?			13	Also	<b>También</b>
1	Normally	<b>Normalmente</b>	14	sometimes	<b>a veces</b>
2	during the summer	<b>durante el verano</b>	15	I ride	<b>monto</b>
3	often	<b>a menudo</b>	16	horses.	<b>a caballo.</b>
4	I go	<b>voy</b>	17	If I don't go out	<b>Si no salgo</b>
5	to the beach	<b>a la playa</b>	18	I read	<b>leo</b>
6	where	<b>donde</b>	19	everyday	<b>todos los días</b>
7	I play	<b>juego</b>	20	so	<b>así que</b>
8	volleyball,	<b>al voleibol,</b>	21	once a week	<b>una vez a la semana</b>
9	I take the sun,	<b>tomo el sol,</b>	22	I buy	<b>compro</b>
10	I swim	<b>nado</b>	23	a load of magazines.	<b>un montón de revistas.</b>
11	and I do	<b>y hago</b>	24	Almost never	<b>Casi nunca</b>
12	water sports.	<b>deportes acuáticos.</b>	25	I watch TV.	<b>veo la televisión.</b>



How do you prefer to spend the holidays?			13	because	<b>porque</b>
1	When	<b>Cuando</b>	14	I think that	<b>pienso que</b>
2	it is sunny	<b>hace sol</b>	15	it is	<b>es</b>
3	I adore	<b>me mola</b>	16	very	<b>muy</b>
4	being (to be- location)	<b>estar</b>	17	fun	<b>divertido</b>
5	in the fresh air	<b>al aire libre</b>	18	and relaxing.	<b>y relajante.</b>
6	so	<b>así que</b>	19	However	<b>Sin embargo</b>
7	I like	<b>me gusta</b>	20	if	<b>si</b>
8	to go	<b>ir</b>	21	it rains	<b>llueve</b>
9	to the countryside	<b>al campo</b>	22	I prefer	<b>prefiero</b>
10	and	<b>y</b>	23	to play videogames	<b>jugar a los videojuegos,</b>
11	(to) ride	<b>montar</b>	24	(to) browse the internet	<b>navegar por internet</b>
12	a bike	<b>en bici</b>	25	and listen to the radio.	<b>y escuchar la radio.</b>



Where are you going to go on holiday?			13	I am not going to like it	<b>No me va a gustar</b>
1	Next year	<b>El año que viene</b>	14	because	<b>porque</b>
2	I am going to go	<b>voy a ir</b>	15	it will be	<b>será</b>
3	to Wales	<b>a Gales</b>	16	quite	<b>bastante</b>
4	with family.	<b>con familia.</b>	17	boring	<b>aburrido</b>
5	My parents	<b>Mis padres</b>	18	and	<b>y</b>
6	and I	<b>y yo</b>	19	it will rain.	<b>lloverá.</b>
7	(we) are going to go	<b>vamos a ir</b>	20	Last year	<b>El año pasado</b>
8	by car	<b>en coche</b>	21	I went	<b>fui</b>
9	but	<b>pero</b>	22	to Spain	<b>a España</b>
10	my sister	<b>mi hermana</b>	23	and I loved it	<b>y me encantó</b>
11	(she) is going to go	<b>va a ir</b>	24	because	<b>porque</b>
12	by coach.	<b>en autocar.</b>	25	it was hot.	<b>hizo sol.</b>



What did you do on holiday?			13	then I bought	<b>luego compré</b>
1	On the first day	<b>El primer día</b>	14	souvenirs.	<b>recuerdos.</b>
2	in the morning	<b>por la mañana</b>	15	The worst thing was when	<b>Lo peor fue cuando</b>
3	it was good weather	<b>hizo buen tiempo</b>	16	I ate	<b>comí</b>
4	so I rented	<b>así que alquilé</b>	17	something bad	<b>algo malo</b>
5	a bike	<b>una bicicleta</b>	18	and I was sick.	<b>y vomité.</b>
6	and I went	<b>y fui</b>	19	Also, I lost	<b>También, perdí</b>
7	to the beach	<b>a la playa</b>	20	my luggage.	<b>mi equipaje.</b>
8	where I swam	<b>donde nadé</b>	21	On the last day	<b>El último día</b>
9	in the sea.	<b>en el mar.</b>	22	I visited	<b>visité</b>
10	In the afternoon	<b>Por la tarde</b>	23	a festival	<b>una fiesta</b>
11	I saw	<b>vi</b>	24	and I met	<b>y conocí a</b>
12	a castle	<b>un castillo</b>	25	a gorgeous guy/ girl.	<b>un(a) chico/a guapo/a.</b>



Where did you stay on holiday?			13	a single room	<b>una habitación</b>
1	I stayed	<b>Me alojé/ me quedé</b>	14	with a shower	<b>con ducha</b>
2	for two weeks	<b>para dos semanas</b>	15	and there was	<b>y había</b>
3	in a guest house	<b>en una pensión</b>	16	free wifi.	<b>wifi gratis.</b>
4	with half board	<b>con media pensión</b>	17	Unfortunately	<b>Desafortunadamente</b>
5	which	<b>que</b>	18	there was no	<b>no había</b>
6	was located	<b>estaba</b>	19	hairdryer,	<b>secador,</b>
7	close to	<b>cerca</b>	20	the lift	<b>el ascensor</b>
8	the sea.	<b>del mar.</b>	21	was broken,	<b>estaba roto,</b>
9	It was	<b>Era</b>	22	the pool	<b>la piscina</b>
10	cheap	<b>barata</b>	23	was dirty	<b>estaba sucia</b>
11	and comfy.	<b>y cómoda.</b>	24	and the bar	<b>y el bar</b>
12	I had	<b>Tenía</b>	25	wasn't open.	<b>no estaba abierto.</b>

The Subject Leader for Values is Mr Waters.

<b>Term</b>	<b>Theme</b>	<b>Big Question</b>	<b>Summary</b>	<b>Assessment</b>
<b>5</b>	Relationships	Is choice important within intimate relationships?	We will be examining different types of relationships and healthy and unhealthy relationships. These topics include: consent, power and control and concerns around adolescence.	End of unit assessment.
<b>6</b>	Changing Me	How can change affect mental health?	Students explore a range of topic areas including the importance of sleep, common mental issues and pressure.	End of unit assessment.



Key term	Definition	Key term	Definition
<b>Power</b>	The influence that someone can have over another person.	<b>Assertiveness</b>	Being able to say “yes” or “no” in certain situations, and being clear with your answer.
<b>Control</b>	Allowing or preventing someone to do something.	<b>Intimate</b>	Very personal or private, close.
<b>STI</b>	A sexually transmitted infection.	<b>Pornography</b>	Printed or visual material intended to stimulate sexual excitement.
<b>STD</b>	A sexually transmitted disease.	<b>Self-esteem</b>	A person own view of their self-worth.
<b>Contraception</b>	A way to prevent pregnancy.	<b>Body image</b>	The way we feel about our bodies.
<b>Laws</b>	A set of rules that we have to follow in society. If those are broken, then we face the consequences.	<b>Stereotypes</b>	Our own views about categories of people in society, and how society thinks they should behave.
<b>Consent</b>	Giving permission to do something.	<b>Gender</b>	The way that society sees us, such as males or females and non-binary.

Key term	Definition	Key term	Definition
<b>Sleep</b>	We need sleep to reset ourselves and to process the day. Ideally we would have between 7 - 9 hours a night.	<b>Puberty</b>	The natural bodily changes that occur in boys and girls.
<b>Mental health</b>	The overall term for positive and negative mental health.	<b>Peer pressure</b>	The influence on people of peers, persuading them to or not do something.
<b>Relationships</b>	The bond shared between two or more people.	<b>Relationship change</b>	Managing ways to cope and manage changing relationships, including changing romantic relationships and friendships.
<b>Consent</b>	Allowing someone to do something.	<b>Depression</b>	A common mental illness that can last for weeks or months that can affect your mood and your everyday life.
<b>Family relationship</b>	The bond that people have with their families.	<b>Resilience</b>	Being able to pick yourself back up.
<b>Assertive</b>	Being able to give your opinion and being clear and concise with your opinion.		

In Year 9 students will complete a carousel of 3 art subjects giving them an introduction to the Year 10 GCSE options of Fine Art, Art Textiles and Photography.

**Fine Art:** Year 9 Fine Art students will explore a variety of materials and techniques on a range of themes to develop their ideas and refine their skills. Students can refer to their KO to learn new key vocabulary and use it to develop their own work and annotate their sketchbooks using correct terminology.

**Art Textiles:** Art Textiles students will explore a variety of contemporary textile artists and textiles techniques. Students will need to refer to their KO to learn new key vocabulary and use it to develop their own work and annotate their sketchbooks using correct terminology.

**Photography:** Year 9 photography will start by exploring the many genres that make up 'photography'. Students will learn to identify, use and break photography's golden rules before looking into the world of portraiture and the work of some inventive artists. The knowledge organiser will round up all the key genres, rules, skills and techniques as well as artists that will help to inspire creative personal responses.

The Subject Leader for Art is Mrs Connell















In Year 9 students will gain a variety of skills and undertake projects to enhance their knowledge and understanding of the technology subjects.


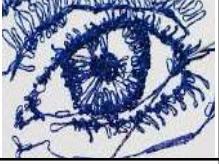

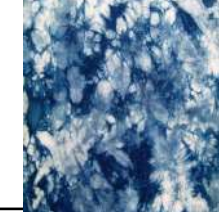



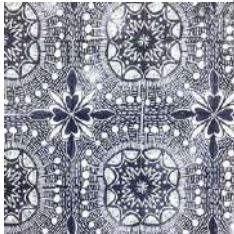




The Subject Leader for Design & Technology is Mrs Newton



The Subject Leader for Cooking & Nutrition is Mrs Harvey

## YEAR 9 TECHNOLOGY SUMMARY

<i>Subject</i>	<i>Tasks /projects</i>	<i>Processes/Skills</i>	<i>Materials/equipment</i>	<i>Theory covered</i>
Design Technology	USB Lamp project	<ul style="list-style-type: none"> <li>• Researching and designing for a target market.</li> <li>• Creating a mood board</li> <li>• Designing for a theme/brief</li> <li>• Setting up a basic PCB for the LED lamp</li> <li>• Soldering</li> <li>• CAD/CAM</li> <li>• Vacuum forming and line bending</li> <li>• Analysing and evaluating</li> </ul>	<ul style="list-style-type: none"> <li>• Materials: Acrylic, HIPS</li> <li>• Coping saw/tenon saw</li> <li>• Files and sandpaper</li> <li>• Pillar drill</li> <li>• Try square and steel rule</li> <li>• Adhesives</li> <li>• Soldering iron and solder</li> <li>• Vacuum former</li> <li>• Line bender</li> </ul>	<ul style="list-style-type: none"> <li>• Design process</li> <li>• Categories and types of plastic</li> <li>• Environmental impacts of using plastics</li> <li>• Properties and uses.</li> <li>• Drawing techniques - isometric</li> <li>• Learning about different electrical components.</li> </ul>
Cooking & Nutrition	Food from around the world	<ul style="list-style-type: none"> <li>• Gelatinisation</li> <li>• Thickening</li> <li>• Cross contamination</li> <li>• Whisking</li> </ul>	<ul style="list-style-type: none"> <li>• Electric whisks</li> <li>• Wide range of common equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Ethical issues related to food production &amp; provenance</li> <li>• Science of fats, flour &amp; sugar</li> </ul>

Themes	Techniques	Vocabulary	Explained
<p>Drawing with purpose</p>   	<p>Mark-making techniques using pencil, charcoal and ink.</p>	<p>Cross-hatching, stippling, expressive and large scale drawing.</p>	<p>Cross-hatching, stippling and other mark making techniques using pencil, charcoal and ink. Experimenting with large and expressive drawing – all from direct observation.</p>
<p>Colour theory</p>   	<p>Basic colour theory and how to apply it to your work.</p>	<p>Primary and secondary colours. Complementary and Tertiary colours</p>	<p>Basic colour theory covering primary and secondary colours, colour mixing, complementary and tertiary colours. Using colour for expression and impact Using colour for expression and impact.</p>
<p>Painting with expression</p>  	<p>Impasto, blending and washes.</p>	<p>Acrylic and watercolour paints - impasto, blending and washes.</p>	<p>Acrylic paint is fast-drying paint. They are water-soluble, but are water-resistant when dry. Watercolour paints are sold as cakes of dry paint or as liquid in tubes, to which water is added. Impasto -applying paint thickly as paste, creating a textured surface. . A Wash is a semi-transparent layer of colour. Blending is the technique of gently intermingling two or more colours to create a gradual transition or to soften lines.</p>
<p>Collage with originality</p>   	<p>Collage</p>	<p>Mixed-media, collage and photomontage.</p>	<p>Mixed-media is a variety of media and techniques in one piece. Collage - pasting paper cut-outs onto various surfaces, Photomontage -an image created from a selection of photographs</p>
<p>Printmaking with creativity</p>   	<p>Print -making</p>	<p>Mono-printing and etching</p>	<p>Mono-printing is a form of printmaking that can only be made once, free drawing or with stencils. Etching is a printmaking technique of the intaglio family, in which an image is incised into a plate (or "matrix") with a hard-pointed "needle" of sharp point. Multiple images can be made.</p>

Themes		Techniques		Vocabulary	Explained
	<b>Eyes - line drawing</b>		<b>Back stitch</b>	<b>Embroidery</b>	The art of drawing or embellishing with hand or machine stitching.
	<b>Water - paint and dye effects</b>		<b>Indigo dye and shaving foam marbling</b>	<b>Indigo dye</b>	Indigo is an ancient bold blue dye. It has been used in many civilizations and was popular in Mayan, Egyptian, Japanese and Indian cultures. Its common use is in creating popular tie dye and denim fabrics.
	<b>Cells-Texture and Colour</b>		<b>Silk painting and salt textures</b>	<b>Salt effects</b>	Texture can be added to a silk painting by adding salt while it is still wet. The salt is a drying agent and will actually pull the dye toward it.
	<b>Fruit Pattern and shape</b>		<b>Lino printing and repeat patterns</b>	<b>Repeat pattern</b>	The elements of a pattern repeat in a predictable manner. A geometric pattern is a kind of pattern formed of geometric shapes and typically repeating like a wallpaper.
	<b>Nature - Tonal painting and blending</b>		<b>Transfer printing and painting techniques</b>	<b>Transfer printing</b>	Assembling objects, textures and stencils over fabric painted sheets to create interesting compositions and patterns when heat pressed onto synthetic fabrics.
	<b>Figures - Mixed media designs</b>		<b>Applique and stitch drawing</b>	<b>Applique</b>	A textile technique that involves attaching fabric shapes and other materials to a background fabric using stitching or fabric glue. To create a design.

Genres	Skills	Techniques	Vocabulary	Explained				
<b>ART</b> Fine Art. Portrait - Landscape - Still life - architecture - Photobook	<b>I.T Skills</b>	<b>Framing</b>	<b>Genre</b>	<b>There is no such thing as 'Photography'</b> Photography breaks down into many genres that have completely different purposes, styles and techniques and audiences. .				
	<b>Listening carefully</b>	<b>Balancing compositions</b>						
<b>ART/MEDIA</b> Documentary - Event - Film - Street Photography	<b>Handling a camera</b>	<b>Adjusting exposure</b>	<b>Focus</b>	How sharp all or part of the photo is. Use Focus to draw the viewer's attention to a particular place within the frame.				
	<b>Managing a website</b>	<b>Placing focus</b>	<b>Framing</b>	How you place the subject within the frame. In photography what you choose to leave out is just as important as what you include.				
<b>COMMERCIAL</b> Advertising - Product - Studio	<b>Sticking with difficulty</b>	<b>Working with light</b>						
	<b>COMMERCIAL</b> Sport - Fashion - Nature - Science - interior - lifestyle	<b>Describing images</b>	<b>Using backdrops</b>	<b>Cropping</b>	Adjust the framing to improve the composition (see below) by changing the shape of the photo.			
<b>All Artist Habits</b>		<b>Lighting</b>	Transform the quality of photographs by seeking the best natural light or by carefully placing artificial light sources.					
<b>Artists</b>								
Slinkachu + Tanaka Tatsuya			<b>Composition</b>	A major building block of all art.. Composition refers to where objects are placed in the frame. The 'balance' of line, shape and space is often crucial to a successful photograph.				
Max Siedentopf					<b>Digital Editing</b>	We use The cropping tool to adjust the size of the image. Levels to adjust the brightness, and Saturation to enhance the colour.		
Keith Arnatt							<b>Narrative</b>	When an image contains a narrative it tells a story.
								

In Year 9 students will gain a variety of skills and undertake projects to enhance their knowledge and understanding of the technology subjects.

The Subject Leader for Design & Technology is Mrs Newton

The Subject Leader for Cooking & Nutrition is Mrs Harvey

## YEAR 8 TECHNOLOGY SUMMARY

<i>Subject</i>	<i>Tasks /projects</i>	<i>Processes/Skills</i>	<i>Materials/equipment</i>	<i>Theory covered</i>
Design Technology	USB Lamp project	<ul style="list-style-type: none"> <li>• Researching and designing for a target market.</li> <li>• Creating a mood board</li> <li>• Designing for a theme/brief</li> <li>• Setting up a basic PCB for the LED lamp</li> <li>• Soldering</li> <li>• CAD/CAM</li> <li>• Vacuum forming and line bending</li> <li>• Analysing and evaluating</li> </ul>	<ul style="list-style-type: none"> <li>• Materials: Acrylic, HIPS</li> <li>• Coping saw/tenon saw</li> <li>• Files and sandpaper</li> <li>• Pillar drill</li> <li>• Try square and steel rule</li> <li>• Adhesives</li> <li>• Soldering iron and solder</li> <li>• Vacuum former</li> <li>• Line bender</li> </ul>	<ul style="list-style-type: none"> <li>• Design process</li> <li>• Categories and types of plastic</li> <li>• Environmental impacts of using plastics</li> <li>• Properties and uses.</li> <li>• Drawing techniques - isometric</li> <li>• Learning about different electrical components.</li> </ul>
Cooking & Nutrition	Food from around the world	<ul style="list-style-type: none"> <li>• Gelatinisation</li> <li>• Thickening</li> <li>• Cross contamination</li> <li>• Whisking</li> </ul>	<ul style="list-style-type: none"> <li>• Electric whisks</li> <li>• Wide range of common equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Ethical issues related to food production &amp; provenance</li> <li>• Science of fats, flour &amp; sugar</li> </ul>





# Design & Technology – USB Lamp

Properties of plastics

Hard	Insulator
Tough	See-through
Brittle	Durable
Resistant	Cheap

## THERMOFORMING

**Acrylic (PMMA)** – hard, stiff and shiny and can resist weathering.

**Polyethylene terephthalate (PET)** – light, strong and tough

**Polypropylene (PP)** – quite tough and flexible

**High-density polyethylene (HDPE)** – stiff, strong but lightweight.

**High impact polystyrene (HIPS)** – Rigid and fairly cheap

**Polyvinyl chloride (PVC)** – quite brittle, cheap, and durable

## THERMOSETTING

**Epoxy resin** – rigid, durable and a good electrical insulator.

**Phenol - Formaldehyde (PF)** – hard and heat resistant.

**Urea-Formaldehyde (UF)** – hard, brittle and good electrical insulator

**Melamine-Formaldehyde (MF)** – strong and scratch resistant

**Polyester Resin (PR)** – hard, stiff, cheap and a good electrical insulator

## EQUIPMENT

**Soldering iron and solder** - applies heat using a metal tip to melt the solder and join components together.

**Line bender** – can be used to create bends in thermoforming plastics

**Thermoforming Centre** - can heat plastics to soften and form into required shapes.

## ELECTRONICS

All systems have a **input**, a **process** and an **output**.



**PCB: Printed Circuit Board**  
**Type:** Process  
**Use:** A printed circuit board (PCB) is a board made for connecting electronic components together. These are used in almost all computers and electronics today. The "card" is made of a material that does not conduct electricity, usually fiberglass.



**Resistors:**  
**Type:** Input  
**Use:** Can be used to **reduce** the **current** in a circuit so you don't **damage** delicate components (such as a lightbulb).



**LED**  
**Type:** Output  
**Use:** An **electric light** is a **device** that produces **visible light** from electric current.



**USB cable**  
**Type:** Input and output  
**Use:** Is a component that allows a person to **connect** an **electronic device** to a **computer**.

## ANGLEPOISE LAMP

Designer: George Carwardine  
 Year: 1931  
 Idea: Based on car suspension, springs and mechanisms were used to make it easy to move, this was particularly useful for surgeons.



Key words	Meanings
<b>Thermoforming</b>	<b>Thermoforming</b> plastics <b>do not resist</b> heat well, they are <b>easily formed</b> into different shapes by <b>heating, melting</b> and <b>remoulding</b> . This means they are <b>easy to recycle</b> .
<b>Thermosetting</b>	<b>Thermosetting</b> plastics <b>resist heat</b> and <b>fire</b> , they are a lot <b>harder</b> and <b>rigid</b> . This means they are <b>non-recyclable</b> , they <b>can't be melted</b> and <b>reshaped again</b> .
<b>Solder</b>	<b>Solder</b> is a <b>metal alloy</b> usually made of <b>tin</b> and <b>lead</b> which is <b>melted</b> using a <b>hot iron</b> . The iron is heated to temperatures above <b>600 degrees</b> fahrenheit which then <b>cools</b> to create a <b>strong electrical bond</b> .
<b>Insulator</b>	A material or an object that <b>does not</b> easily <b>allow heat, electricity, light, or sound</b> to <b>pass</b> through it.



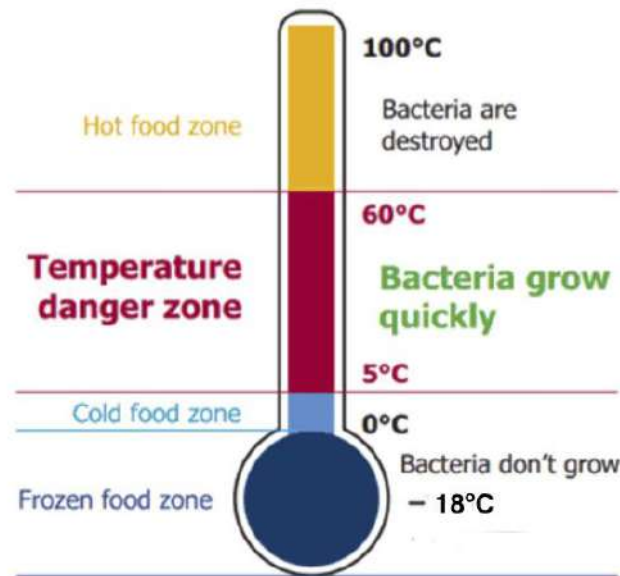
Food safety principles—key terms		
<b>Personal Hygiene</b>	<b>Food storage</b>	<b>Cross contamination</b>
Aprons—protecting food from dirt & bacteria on clothes	High risk foods	Occurs when poor hygiene practices are followed.
Hands—washed in antibacterial soap & dried on paper towels to prevent contamination of food.	Chilled (Fridge temperature 0-5°C) & frozen (freezer -18°C)	Use separate utensils and equipment for raw & ready to eat foods.
Hair—tied back to prevent physical contamination	Danger zone (5-63°C)	Use different coloured chopping boards.






Control the growth of bacteria to prevent food poisoning.



Food should be stored correctly in a fridge, raw meat covered and on the bottom shelf.





Concepts	Definition/Topics
<b>Science and functions of sugar</b>	<ul style="list-style-type: none"> <li>• Sugar processing (beet &amp; cane)</li> <li>• Types of sugar- icing, Demerara, Muscovado, Sweeteners.</li> <li>• Ensuring fair testing methods</li> <li>• Sugar contents in drinks</li> </ul>
<b>Ethical issues</b> <b>Meat and egg production</b>    	<ul style="list-style-type: none"> <li>• <b>Intensive farming:</b> Farming method that encourages high yield and levels of production.</li> <li>• <b>Organic:</b> Crops grown &amp; animals fed on crops grown without the use of chemical fertilisers or pesticides.</li> <li>• <b>Free- range:</b> Animals have access to outdoor space for all or part of the day.</li> <li>• <b>Red Tractor:</b> Guarantees a standard of hygiene &amp; welfare and fully traceable</li> <li>• <b>Lion Mark:</b> Shows chickens have been vaccinated against salmonella and are fully traceable.</li> <li>• <b>RSPCA assured:</b> Animal charity - shows high standards of welfare for farmed animals.</li> </ul>

Concepts	Definition/Topics
<b>Energy Balance</b> <b>Starchy/Sugary</b> <b>Carbohydrates</b>	Energy balance means the state at which the number of calories eaten equals the number of calories used. Energy balance is affected by physical activity, gender, body size, amount of body fat & muscle and genetics.
<b>Gelatinisation</b>	The process of gelatinisation occurs when starch granules are heated in a liquid, causing them to swell and burst, which results in the liquid thickening.
<b>Nutrients &amp; portion sizes in dairy foods.</b>	Dairy & alternatives group provide calcium and Vitamin D which work together to contribute to good bone health. 2-3 portions a day.
<b>Structure of proteins</b>	Amino acids are the building blocks of proteins. Essential amino acids can not be made by the body and must be consumed. Animal proteins contain all the essential amino acids.



Eatwell guide- Food groups	Notes	Nutrient	Needed in body for
Yellow group: Potatoes, bread, rice, pasta and other starchy carbohydrates	Base your meals on these	Carbohydrate	Energy
Green group: Fruit & vegetables	Canned, dried and frozen count	Vitamins & minerals Fibre	Variety of body functions
Blue group: Dairy	Milk, cheese, yoghurt and alternatives	Protein Calcium	Growth & repair Healthy bones & teeth
Pink group: Beans, pulses, fish, eggs, meat and other proteins	Choose lower fat options. Eat more fish.	Protein Omega 3 & 6 fatty acid	Growth & repair Brain development
Purple group: Oil & spreads	Only a very small amount needed	Fat	Insulation, protection, vitamins

What does 30g of fibre look like?



Fibre is important for our digestive system- particularly whole grain varieties such as brown bread & pasta.

### HEALTHIEST COOKING METHODS

THEINDIANSPOT.COM



#### STEAMING

- No direct heat
- Retains nutrients
- Adds flavour



#### GRILLING

- Minimal oil
- Seal in flavour
- Reduce fat content



#### MICROWAVING

- No oil required
- Quick cooking
- Nutrients intact



#### STIR-FRYING

- Minimal oil
- Nutrients intact
- Great texture



#### POACHING

- Enhance nutrients
- Add flavours
- Reuse nutrient stock



#### NO COOKING

- No oil
- Nutrients not lost
- Taste enhanced in partial cooking

The way food is cooked affects its nutrient content. Food that is cooked lightly such as steaming retains nutrients such as vitamins. Food that is cooked in fat such as deep frying is unhealthy.



Choosing and buying which foods to eat has a significant effect on the environment. Choosing locally grown seasonal food will reduce food miles (the distance a food has travelled) and its carbon footprint (the amount of CO<sub>2</sub> produced by its manufacture)

### Food Sustainability

Food sustainability means producing food in a way that protects the environment, makes efficient use of natural resources, ensures that farmers can support themselves, and enhances the quality of life in communities that produce food, including the animals as well as the people. This idea is the driving force behind a movement to address the fact that significantly more resources go into our global food system than come out of it.



Pupils develop their skills and knowledge in performing, creating and critically responding during Dance lessons.

The Subject Leader for Dance is Ms Everson

	TOPIC	ASSESSMENT
Term 5	Moulin Rouge	Performance of set phrase: <ul style="list-style-type: none"> <li>- Technique</li> <li>- Sensitivity to other dancers</li> </ul> Creative trio choreography: <ul style="list-style-type: none"> <li>- Communication of intent</li> <li>- Selection and use of spatial content</li> </ul>
Term 6	Cirque du Soleil - gymnastics	Performance of set phrase: <ul style="list-style-type: none"> <li>- Physical skills</li> <li>- Mental skills and attributes</li> </ul> Creative duet choreography: <ul style="list-style-type: none"> <li>- Selection and use of actions</li> <li>- Selection and use of dynamics</li> </ul>



The FOUR Elements of Movement	
Actions	What a dancer does.
Dynamics	The <b>qualities</b> of movement based upon variations in speed, strength and continuity.
Spatial content	The ' <b>where</b> ' of movement.
Dance relationships	The ways in which dancers <b>interact</b> and the connections between dancers.

## Cirque du Soleil

### Gymnastics and Acro basic Skills

<b>Forward Roll</b>	Gymnast tucks their head down and rolls their body in a forward circle on the floor.
<b>Cartwheel</b>	a circular sideways handspring with the arms and legs extended.
<b>Handstand</b>	The act of balancing on one's hands with one's feet in the air or against a wall.
<b>Roundoff</b>	Similar to a cartwheel, except the gymnast lands with two feet placed together on the ground instead of one foot.
<b>Bridge walking</b>	Backbend in which the body forms an arch, supported by the hands and feet and travels.



**What is Cirque du Soleil?**  
 Cirque du Soleil is a Canadian entertainment company and the largest contemporary circus producer in the world. The mission of Cirque du Soleil is to invoke the imagination, provoke the senses and evoke the emotions of people around the world.



### Physical Skills: Aspects enabling effective performance

<b>Posture</b>	The way the body is held.
<b>Alignment</b>	Correct placement of body parts in relation to each other.
<b>Balance</b>	A steady or held position achieved by an even distribution of weight.
<b>Coordination</b>	The efficient combination of body parts.
<b>Control</b>	The ability to start and stop movement, change direction and hold a shape efficiently.
<b>Flexibility</b>	The range of movement in the joints (involving muscles, tendons and ligaments).
<b>Mobility</b>	The range of movement in a joint; the ability to move fluently from action to action.
<b>Strength</b>	Muscular power.
<b>Stamina</b>	Ability to maintain physical and mental energy over periods of time.
<b>Extension</b>	Lengthening one or more muscles or limbs.
<b>Isolation</b>	An independent movement of part of the body.



# Dance

## Physical Skills

Aspects enabling effective performance such as posture, alignment, balance, coordination, control, flexibility, mobility, strength, stamina, extension and isolation.

<b>Posture</b>	The way the body is held.
<b>Alignment</b>	Correct placement of body parts in relation to each other.
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<b>Extension</b>	Lengthening one or more muscles or limbs.
<b>Isolation</b>	An independent movement of part of the body.

## FIT Principles

Frequency	How often to train.
Intensity	How hard to train.
Time	How long to train.

Examples of appropriate developmental dance training exercises (with FIT principles) and performance examples.

Examples of how to improve in rehearsal.

Examples of effective demonstration in performance.

## Expressive Skills

Aspects that contribute to performance artistry and that engage the audience, such as focus, musicality, projection, spatial awareness, facial expression, phrasing, sensitivity to other dancers and communication of choreographic intent.

<b>Projection</b>	The energy the dancer uses to connect with and draw in the audience.
<b>Focus</b>	Use of the eyes to enhance performance or interpretative qualities.
<b>Spatial awareness</b>	Consciousness of the surrounding space and its effective use.
<b>Facial expression</b>	Use of the face to show mood, feeling or character.
<b>Phrasing</b>	The way in which the energy is distributed in the execution of a movement phrase.
<b>Musicality</b>	The ability to make the unique qualities of the accompaniment (the sound that you hear during a dance. For example, percussion) evident in performance.
<b>Sensitivity to other dancers</b>	Awareness of and connection to other dancers.
<b>Communication of choreographic intent</b>	Communicating the choreographer's aim or desired outcome of the dance to an audience. This could include the mood, meaning, idea, themes, style or style fusion (the combination of features of two or more styles).

The importance of these.

## Technical Skills

## Performance

Aspects that contribute to accuracy of action, timing, dynamic, rhythmic and spatial content and the reproduction of movement in a stylistically accurate way

<b>Accuracy of actions</b>	What a dancer does eg travelling, turning, elevation (the action of 'going up' without support, such as in a jump), gesture, stillness, use of different body parts, floor-work and the transference of weight.
<b>Accuracy of dynamics</b>	The qualities of movement based upon variations in speed (fast/slow/sudden/sustained/acceleration - Speeding up the movement/deceleration - Slowing down the movement), strength (strong/light) and continuity (flowing/abrupt). Dynamics may also be direct (moving in a straight line towards somewhere or someone without stopping or changing direction) or indirect (moving in a way that is complicated or not obvious; not following a straight line).
<b>Accuracy of spatial content</b>	The 'where' of movement such as levels (distance from the ground: low, medium or high), directions (the facing of a movement), pathways (designs traced in space on the floor or in the air), size of movement, shapes, designs (way that elements of space have been considered, utilised and designed - can be personal space and general space) and patterns (repeated designs traced in space on the floor or in the air. Air pattern = A design that is traced in the air by part of the body).
<b>Accuracy of relationships</b>	The ways in which dancers interact; the connections between dancers (lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact and formations - shapes or patterns created in space by dancers).
<b>Accuracy of timing</b>	The use of time or counts when matching movements to sound and/or other dancers.
<b>Rhythmic accuracy</b>	Repeated patterns of sound or movement.
<b>Stylistic accuracy</b>	Characteristic way of dancing.

## Mental Skills and Safe Practice

<b>Demonstration of mental skills during performance</b>	Commitment, concentration, confidence and movement memory (the automatic recall of learned movement material, without conscious thought).
<b>Demonstration of mental skills during rehearsal</b>	Systematic repetition (repeating something in an arranged or ordered way), mental rehearsal (thinking through or visualising the dance), rehearsal discipline (attributes and skills required for refining performance such as commitment, systematic repetition, teamwork, responsibility and effective use of time), planning of rehearsal, response to feedback and capacity to improve.
<b>Safe working practice during performance</b>	Safe execution (carrying out actions safely and with the required intention), appropriate dancewear (what the dancer wears for class and rehearsal - footwear, hairstyle and absence of jewellery).
<b>Safe working practice during rehearsal</b>	Personal care (nutrition, hydration), respect for others, safe execution and preparation (warming up) and recovery (cooling down) from dancing.



## Choreographic skills

**Selection and use of actions, dynamics, spatial content, relationships, choreographic processes, structuring devices and form, choreographic devices, aural settings and performance environment to realise the choreographic intent**

<b>Using actions</b>	What a dancer does eg travelling, turning, elevation (the action of 'going up' without support, such as in a jump), gesture, stillness, use of different body parts, floor-work and the transference of weight.
<b>Using dynamics</b>	The qualities of movement based upon variations in speed (fast/slow/sudden/sustained/acceleration - Speeding up the movement/deceleration - Slowing down the movement), strength (strong/light) and continuity (flowing/abrupt). Dynamics may also be direct (moving in a straight line towards somewhere or someone without stopping or changing direction) or indirect (moving in a way that is complicated or not obvious; not following a straight line).
<b>Using spatial content</b>	The 'where' of movement such as levels (distance from the ground: low, medium or high), directions (the facing of a movement), pathways (designs traced in space on the floor or in the air), size of movement, shapes, designs (way that elements of space have been considered, utilised and designed - can be personal space and general space) and patterns (repeated designs traced in space on the floor or in the air. Air pattern = A design that is traced in the air by part of the body).
<b>Using dance relationships</b>	The ways in which dancers interact; the connections between dancers (lead and follow, mirroring, action and reaction, accumulation (when a dancer performs a series of movements and others join in at different times until all perform in unison), complement (performing actions or shapes that are similar to but not exactly the same as another dancer's) and contrast (movements or shapes that have nothing in common), counterpoint (when dancers perform different phrases simultaneously), contact and formations - shapes or patterns created in space by dancers).
<b>Using choreographic processes</b>	Activities involved in creating dance such as researching, improvising (exploration or generation of movements without planning), generating, selecting, developing, structuring (organising the material to create dance as a whole piece), refining and synthesising.
<b>Using structuring devices and form</b>	Structuring refers to the ways in which a dance is made, built, ordered or organised. Form is the overall shape and structure of a dance. Binary, ternary, rondo, narrative, episodic, beginning/middle/end, unity, logical sequence and transitions.

<b>Binary</b>	A composition in two parts or sections - ab.
<b>Ternary</b>	A composition in three parts - aba.
<b>Rondo</b>	A music or dance form with alternating and repeating sections eg verse and chorus - abaca.
<b>Narrative</b>	Dance that tells a story - abcde.
<b>Episodic</b>	A choreography with several sections, linked by a theme - abcde.
<b>Beginning/middle/end</b>	Beginning/middle/end.

## Choreography

How to use these creatively in response to an externally set stimulus.

<b>Unity</b>	A sense of 'wholeness' or harmony.
<b>Logical sequence</b>	The flow of phrases or sections of a dance.
<b>Transitions</b>	Links between dance phrases or sections.
<b>Using choreographic devices</b>	Methods used to develop and vary material. (Motif and development, repetition, contrast, highlights, climax, manipulation of number, unison and canon.)
<b>Motif and development</b>	A motif is a movement phrase encapsulating an idea that is repeated and developed throughout the dance and motif development is ways in which a movement phrase can be varied. E.g. Fragmentation - Use of parts of a phrase or motif. Retrograde - Reversing a movement phrase.
<b>Repetition</b>	Performing the same action or phrase again.
<b>Contrast</b>	Movements or shapes that have nothing in common.
<b>Highlights</b>	Important moments of a dance.
<b>Climax</b>	The most significant moment of the dance.
<b>Manipulation of number</b>	How the number of dancers in a group is used.
<b>Unison</b>	Two or more dancers performing the same movement at the same time.
<b>Canon</b>	When the same movements overlap in time.
<b>Using aural settings</b>	Aural settings are audible accompaniments to the dance such as instrumental music, orchestral music, spoken words, songs, natural sounds, found sounds, body percussion or silence. Dancers need to understand how they affect choreographic outcomes. Effects of choreographic outcomes might relate to: mood and atmosphere, contrast and variety, structure and relationship to the theme/idea.
<b>Using performance environments</b>	Different settings for dance such as in-the-round, proscenium and site-sensitive. proscenium arch (The arch or opening that creates the effect of a picture frame and separates the stage from the auditorium), end stage a performance space with the audience on one side; also known as 'end-on'), site-sensitive (dances that are designed for (or relate to) non-theatre spaces) and in-the-round (a performing area with the audience seated on all sides.)
<b>Communicating choreographic intent</b>	Communication of choreographic intent = Communicating the choreographer's aim or desired outcome of the dance to an audience. This could include the mood, meaning, idea, themes, style or style fusion (the combination of features of two or more styles).

## Command Words

<b>Analyse</b>	Identify the elements and investigate in detail in order to explain or interpret.
<b>Consider</b>	Think carefully about the idea or statement, taking everything into account when reaching a conclusion.
<b>Describe</b>	Give a detailed account of.
<b>Discuss</b>	Refer to the analysis of the idea or elements and describe the strengths and weaknesses of the parts and the whole.
<b>Evaluate</b>	Judge from available evidence.
<b>Explain</b>	Clarify something by providing more detail and the reason(s) for.
<b>Identify</b>	Give the briefest possible information which clearly separates the idea or element from all the other ideas or elements.

During this year, the students will work to improve their skills in preparation for their options. They will focus on a wide range of styles and genres across devised and scripted work.

The Subject Leader for Performing Arts is Mrs Freeman

	<b>TOPIC</b>	<b>ASSESSMENT</b>
<b>Term 5</b>	Scripted Performance	Students will be assessed on their performance skills and their use of techniques.
<b>Term 6</b>	Devising	Students will be assessed on their performance skills and their use of techniques.

### What is devising?

Creating a piece of Drama from a starting point or a stimulus.

### What makes a good piece of devised theatre?

- A clear beginning, middle (conflict or something happens) and end (a resolution).
- Well-developed characters.
- Interesting and engaging for your audience.

### What is a stimulus?

- A starting point for a piece of Drama.

### Examples of stimulus are:

- Music, song or sound
- An object
- Newspaper article
- Poem
- A script extract
- A photograph or an image
- A setting or location
- Theme
- A quote

### Drama techniques you can use:

**Gesture** – the hand actions used by an actor to show what the character is feeling or what they are doing.

**Facial expressions** – changes made to the face to show how the character is feeling.

**Body language** – the emotion shown by an actor's movement or position of their body.

**Posture** – the position that a character is sitting or standing in. It helps to show their emotions.

**Tone of voice** – the emotion of a character shown through their voice. For example; angry, happy, sad.

**Pitch** – how high or how low your voice is.

**Pace** – the speed in which you say the dialogue. For example; fast or slow.

**Pause** – leaving a gap between words to add tension.

**Volume** – how loud or how quiet you are. This can help show your character's emotions.

### Key drama words for this unit:

**Improvisation** – Working as a team or individually to explore ideas practically and create a performance.

**Characterisation** – Creating a character; changing your voice and movement to play a particular role.

**Blocking** – working out where actors will stand and move to and from.

**Props** – Objects that are held and used by an actor on stage to make a performance more realistic.

**Imagination** – the faculty or action of forming new ideas, or images or concepts of external objects not present to the senses.

### Features of a script

#### Stage directions

Stage Directions are there to tell the actor and director information. It may include; how to say a line, a movement or gesture, a location or an action. These directions are not said aloud during the performance.

#### Lines

The lines and the words the actor says on stage. The need to stick to it word by word. Through the lines, the actor can find clues to the character's personality.

#### Characters

The characters tell the actor who is speaking. It may suggest who they are as a person. Eg. Seaman/First Mate.

## ACTING SKILLS

**Voice skills**- projection, articulation, expression, pace, accent, emphasis, use of pause.

**Movement skills**- control of movement, focus, use of gesture, facial expression, pace.

### Top Tips for learning lines.

1. Read the lines aloud
2. Ask a friend to help you.
3. Practise, practise, practise.
4. Little and often.
5. Move around while you are saying your lines.
6. Go for a walk and say your lines.
7. Learn the cue lines that lead into each of your lines.
8. Make a recording.
9. Put a movement to each line.

### Think about your character

- Who is your character?
- How do they stand?
- How do they talk?
- What gestures do they have?
- What are their intentions?
- What is the backstory?

### Breaking Down a Monologue.

- Use a slash to break up your monologue into sections. You can put them in for every breath and new thought.
- Label the intentions of each line. What is the character thinking? What is the character feeling? What is the emotion?
- Highlight opportunities for movements.

Over term 5 and 6, pupils will learn about Club and Dance music. They will create composition tracks using DAWs, samples, sequencers and digital effects. Pupils will develop their stylistic awareness of the dance genre. Lessons will focus on structure, use of dynamics, instrument arrangement, sonic qualities of instruments, use of digital effects such as delay and reverb and understanding of EQ when mixing. Pupils learn basic recording techniques for both instruments and vocals.

The Subject Leader for Performing Arts in Mrs Freeman

1	<b>Digital Audio Workspace</b>	is an electronic device or application software used for recording, editing and producing audio files.
2	<b>Loops</b>	are short sections of tracks (probably between one and four bars in length), which you believe might work being repeated." A loop is not "any sample
3	<b>Digital Effects</b>	are used to intentionally alter how a musical instrument or other audio source sounds. Effects can be subtle or extreme, and they can be used in live or recording situations.
4	<b>Reverb</b>	is created when a sound or signal is reflected off of a surface causing numerous reflections to build up.
5	<b>Delay</b>	is an audio signal processing technique that records an input signal to a storage medium and then plays it back after a period of time.
6	<b>Echo</b>	is a reflection of sound that arrives at the listener with a delay after the direct sound.
7	<b>Sample</b>	is the reuse of a portion (or sample) of a sound recording in another recording.
8	<b>Composition</b>	can refer to an original piece or work of music, either vocal or instrumental, the structure of a musical piece or to the process of creating or writing a new piece of music.
9	<b>Texture</b>	Layers of sound and how they fit together.
10	<b>Dynamics</b>	loud/soft and any other volume changes

### Listen to...

the key features within club dance music. You may find this hard to begin with, however the more you listen the better your musical ear will become. In lessons we will be doing the same thing to help you train your ear even more.



Destination by DT8 Project

[Listen Here](#)



'Played A Live' by Safri Duo

[Listen Here](#)

Golden Challenge - Can Adagio for Strings by Samuel Barber be turned into club music?

[Listen Here](#)



There are many different steps you need to learn when using a DAW. The following videos will help you start to understand how to use the DAW and will re-enforce your learning from the lessons.



### Key Features of Dance music

- Strong 4/4 beat
- Use of drum and bass samples
- Digital effects (reverb, delay, echo etc.)
- Repeated drum loops (one or 2 bar drum pattern that's repeated over and over again).
- Sometimes these drop out (breakdown section) then re-enter

M	A	D	T	S	U	I	R	T
<b>melody</b>	<b>articulation</b>	<b>dynamics</b>	<b>texture</b>	<b>structure</b>	<b>unison</b>	<b>instruments</b>	<b>rhythm</b>	<b>tempo</b>
The tune	How notes are played	Loud / soft and any other volume changes.	Layers of sound and how they fit together	Sections of music and how they are organised	Playing all at the same time	Types of instruments heard	The pattern of notes	The speed of piece of music.



# Physical Education

In PE we will be covering a range of activities and sports in the summer that fit predominantly into striking and fielding and maximal effort.

We have different lead teachers for topics that extend out of the curriculum that will be shared with students and on the school webpage.

The subject leader for PE is Mrs Merrick

	<b>TOPIC</b>	<b>ASSESSMENT</b>
<b>Term 5</b>	Athletics Rounders / Cricket	Practical assessment
<b>Term 6</b>	Athletics Softball / Cricket	Practical assessment



### Players and Equipment

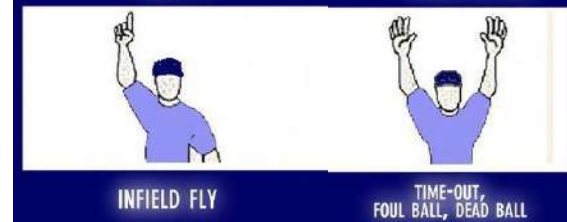
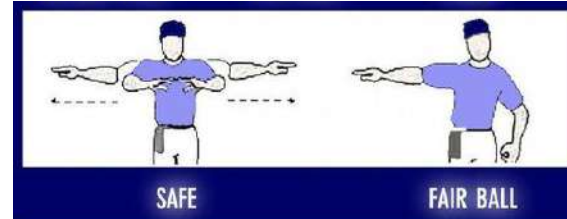
- Each team consists of 9 players.
- Mitts (**TO BE WORN ON NON-THROWING HAND**).
- Balls and bats, base plates supplied by home team.

### Basic Game and Scoring System

- The away team bats first (top of the innings) and the home team bats second (bottom of the innings).
- The playing field is divided into the infield and outfield.
- The 'diamond'. Inside the baseline is known as the infield and outside the baseline but inside the playing field is called the outfield.
- An official game is 7 innings.
- Game length = 60 minutes. 3-7 innings long. After 60 minutes a further innings should be played if scores are level.
- Each innings will be played as first to 5 runs or 3 outs (whichever comes first).
- All runs will stand on the play when the 5th run is scored. Therefore, the maximum innings score would be 8 runs.

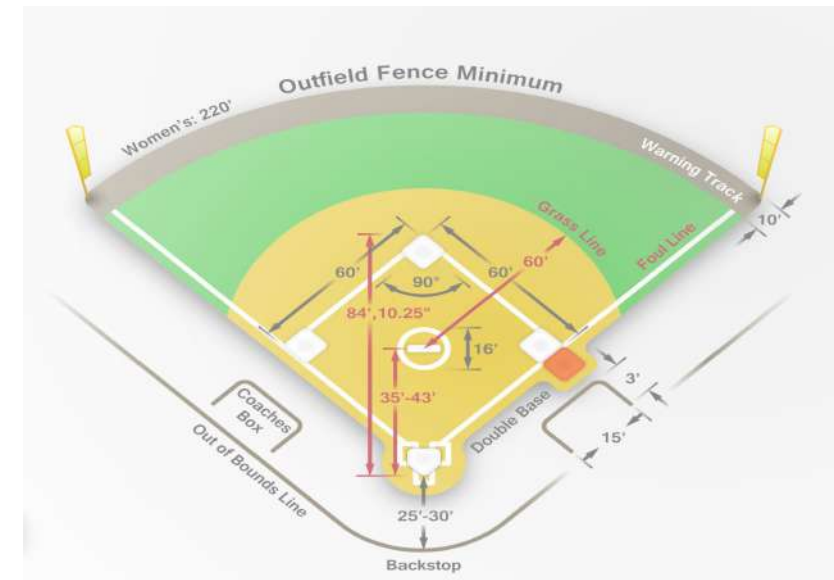
### Umpiring

All umpiring should be positive i.e. close base calls and poor pitches should go in the batter's favour.



### Fielding

- Any sort of 'miss-field' opens up the bases for batters to run even if they had been previously tagged.
- No infielder (other than the pitcher) is allowed within the diamond before the ball is hit.







### Bowling/underarm

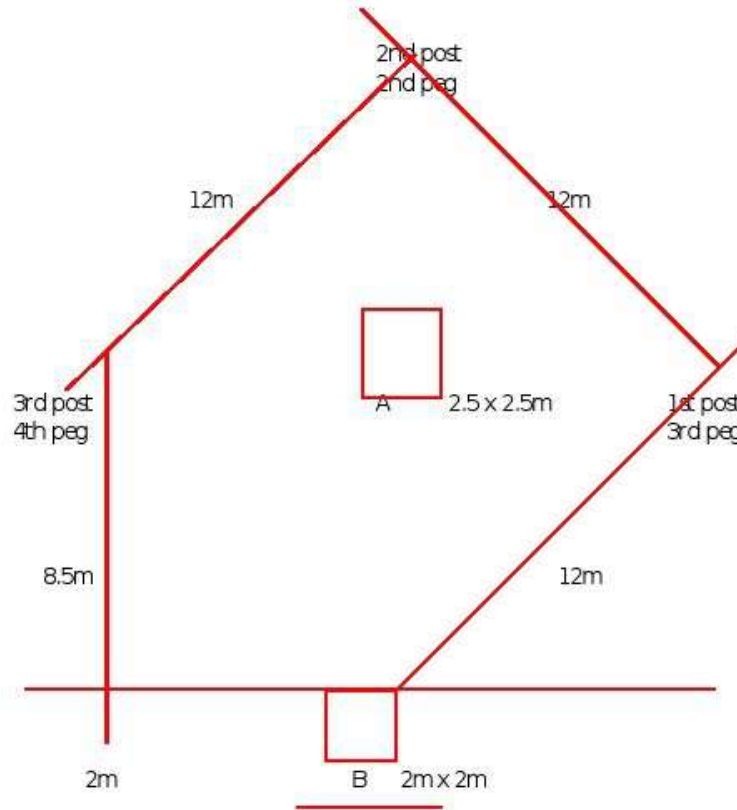
1. Forward facing
2. Throwing arm backwards, past hips
3. Look at target
4. Step on opposite leg to throwing arm (same time).
5. Release at waist height

Ext: Think about height, speed (lets make it harder to hit!)

### Overarm

1. Sideways on
2. Throwing arm 90°
3. Non throwing pointing at target
4. Weight on back foot/same as throwing arm
5. Bring arm past ear
6. Take a Step

### Rounders Pitch



### Catching:

move in line/fingers pointing at sky or floor (NOT AT BALL)/ arms should go towards ball and bring in as you close fingers around the ball/ watch the ball all the way

### Batting Technique

#### Step 1: Preparation

- Sideways onto the bowler
- Feet, shoulders width apart (or what is comfortable)
- Arm behind ready to hit
- Watching bowler
- Weight on back foot

#### Step 2: Swing

- As the ball approaches transfer weight to the front foot, as you swing
- Watch the ball all the way to the bat.

**TIP: BAT SHOULD GO AROUND THE SIDE OF YOUR BODY TO MAKE HIT MORE SUCCESSFUL.**



**TIP: TO RAISE SUCCESS OF HITTING KEEP FEET STILL.**



# Philosophy, Culture and Ethics (PCE)

## Philosophy, Culture & Ethics (Key Stage 3)

The aims of the PC&E syllabus is to introduce pupils to the world of ideas. They will have an opportunity in lessons to learn that there are some questions that we have been asking for thousands of years, for which we still seek answers. In PC&E lessons, there is never one 'right' answer, so pupils are encouraged to express their view in a reasoned, polite manner.

We will look at the world and the riddle of existence from lots of different perspectives – those of philosophers (old and new), ethicists, artists and poets, and through religious teachings from the major faiths of the world.

Pupils will be encouraged to debate the big questions, in class, giving verbal presentations, asking each other questions, and discussing big ideas.

The lead for this subject in the school is Mr Williams

Some question examples:

Year 7	Year 8	Year 9
What is meant by 'society'? What is power? Should happiness be the purpose of life?	Is religious belief another form of superstition? How do we know we exist? Can spiritual curiosity be bad for your health?	Are humans free to make themselves up as they go along? What does power look like? What is meant by diversity (in society)?

All KS3 PC&E pupils will enjoy one lesson a week.

Assessments will take place at the end of each term will take the form of one online multiple choice questionnaire.



# Philosophy, Culture and Ethics (PCE)

**Subject Terminology** – How many of these do you know? Can you spell them correctly? Are you confident using them in your discussions?

<b>Religion</b>	A particular system of worship or belief
<b>Superstition</b>	A widely held but irrational belief in the supernatural, especially leading to good or bad luck, or a practice based on such a belief.
<b>Parable</b>	A simple story used to illustrate a moral or spiritual lesson, as told by Jesus in the Gospels.
<b>Myth</b>	A traditional story concerning the early history of a people or explaining a phenomenon, and typically involving supernatural beings or events.
<b>Faith</b>	Strong belief in the doctrines of a religion, based on spiritual conviction rather than proof.
<b>Morals</b>	Standards of behaviour; principles of right and wrong.
<b>Ethics</b>	Moral principles that govern a person's behaviour or the conducting of an activity; the branch of knowledge that deals with moral principles.
<b>Philosophy</b>	The study of the fundamental nature of knowledge, reality and existence.
<b>Culture</b>	The ideas, customs, and social behaviour of a particular people or society, including all forms of artistic expression.
<b>Secular</b>	Not connected with religious or spiritual matters.
<b>Monotheist</b>	The doctrine or belief that there is only one God
<b>Atheist</b>	A person who does not believe in the existence of God or gods.

## Oracy Lessons – Talking roles:

### Instigator

The person who starts the discussion could say:

- “I would like to start by saying...”
- “I think the first thing we should consider is ...”
- “To begin with, let’s talk about...”

### Prober

The person who digs deeper into the argument and asks for evidence might say:

- “What evidence do you have to support...?”
- “How does that support your argument that ...?”
- “Could you explain how you came to that conclusion?”

### Builder

The person who develops, adds to or runs with an idea could say:

- “I agree, but I’d like to add that ...”
- “Linking to your point, I think ...”
- “Building on that idea, I think ...”

### Challenger

The person who disagrees, or presents another argument could say:

- “That’s true, but have you considered...?”
- “You mentioned \_\_\_\_\_, but what about...?”
- “I hear what you’re saying, but have you thought about ...”

Religions of the world and their religious texts		
<b>Christianity &amp; Judaism</b>	The religion based on the person and teachings of Jesus Christ, or its beliefs and practices. It is the world’s largest monotheist religion and is the main religion of Great Britain. Judaism is the world’s oldest monotheist religion, dating back nearly 4000 years.	<b>The Bible</b> – a collection of religious texts, writings or scriptures sacred to Jews, Samaritans, Christians, Muslims, and others <b>The Torah</b> – the first five books of the Hebrew bible.
<b>Islam</b>	The religion of Muslims, a monotheistic faith revealed through Muhammad as the Prophet of Allah. It is the world’s second largest religion.	<b>The Quran</b> – the central religious text of Islam, believed by Muslims to be a revelation from God.
<b>Hinduism</b>	A major religion and cultural tradition of South Asia, which was developed from the Vedic religion. It is the world’s third largest religion and involves the worship of one God that takes many forms.	<b>The Vedas</b> – otherwise known as ‘Boos of Knowledge’ they are the foremost sacred texts of Hinduism, written from around 1200 BC.
<b>Sikhism</b>	A monotheist religion founded in Punjab in the 15 <sup>th</sup> Century by Gura Nanak. Sikhism is one of the youngest of the major religions and the world’s fifth largest organised religion.	<b>Adi Granth</b> – the ‘First Book’ also called Granth or Granth Sahib, the sacred scripture of Sikhism.
<b>Buddhism</b>	A widespread Asian religion or philosophy, founded by Siddartha Gautama in north eastern India in the 5 <sup>th</sup> Century BC.	<b>The Tripitaka</b> – the earliest collection of Buddhist teachings and the only text recognised by Theravada Buddhists.



# Philosophy, Culture and Ethics (PCE)

**The Ten Commandments** - According to the Bible, God gave Moses a set of ten laws that they should follow in order to please him. God told Moses that if the rules were not followed, God would punish people who disobeyed them. Today these laws are known as the Ten Commandments. They are found in the Bible in the book of Exodus. They are:

1. **Do not have any other gods.** ( Christians and Jews believe there is only one God and that it is a sin to worship another.)
2. **Do not make false idols.** (Christians and Jews believe it is a sin to create any other form of personal religion.)
3. **Do not disrespect or misuse God’s name.** (Christians and Jews believe it is wrong to use the name of God, or Jesus as an expletive, or to use their names disrespectfully.)
4. **Remember the Sabbath and keep it holy.** (Traditionally, it has been important for Christians and Jews to keep one day of the week holy, reflecting the story of Creation.)
5. **Honour your father and mother.** (Christians and Jews believe that it is a religious duty to be respectful and obedient to one’s parents.)
6. **Do not commit murder.** (Christians and Jews believe that it is a mortal sin to take another’s life.)
7. **Do not commit adultery.** (Christians and Jews believe it is a mortal sin to have sexual relationships outside of marriage.)
8. **Do not steal.** (Christians and Jews believe it is a mortal sin to unlawfully take another person’s property.)
9. **Do not tell lies.** (Christians and Jews believe it is a sacred duty to always tell the truth.)
10. **Do not be envious of others.** (Christians and Jews believe it is important to be content with the things we have and not covet jealously what others have.)

## Religious perspectives:

- **God: Christians** believe in the *triune* God - God the father, the son (Jesus) and the Holy Ghost (Christ risen after death). **Jews** believe that God is a spiritual entity that manifests itself in our very being. They do not believe in a specific *hell*, but a place of darkness from which you may be summoned. **Muslims** believe in Allah, the absolute one, the all-powerful and all-knowing ruler of the universe, and the creator of everything in existence. **Hindus** actually only believe in one God, Brahman, who can appear as many Gods. **Buddhists** do not believe in a personal god. They believe in constant change and a spiritual path to enlightenment.
- **Charity: Sikhs** believe that receiving charity is the right of the poor; that the wealthy have a spiritual duty to be charitable, known as *Vand Chhakna*. **Christians** believe charity to be the most important of all Christian virtues. **Buddhists** believe that being charitable is a duty and benefits the giver. This is known as *Dana*.
- **Death and the afterlife: Buddhist, Sikhs and Hindus** all believe in versions of *reincarnation* - the non-physical essence of a living being begins a new life in a different physical form or body after biological death. **Muslims** believe there is a life after death, known as *Akhirah*. They believe it is Allah (God) who decides which of the dead will be granted this. **Christians** believe that a person’s **soul** lives on after death and can be reunited with God, which is based on the story of Christ’s resurrection.
- **Prayer and worship: Christians** believe this is how they communicate with God to confess sins and to seek his forgiveness and wisdom. **Muslims** pray because God has told them that they are to do this, and because they believe that they obtain great benefit in doing so. **Hindus and Buddhists** use chanting of mantras as the most popular form of worship. Yoga and meditation are also considered as a form of devotional service.

**The Golden Rule:** “Do unto others as would you have them do unto you.” This is from the Bible, from the story of Jesus’ Sermon on the Mount, as told in the Gospel of Matthew. It basically means that we should treat other people as we would like and expect them to treat us. It is an example of *reciprocal altruism* and most orthodox religions have their versions. Humanists and atheists also subscribe to it as an ethical example of civilised behaviour which benefits us all.