



Knowledge Organiser

Year 9



Ambition, Respect, Excellence

Your Knowledge Organiser

This is your home learning booklet, in your home learning booklet you will find a Knowledge Organiser for each subject that you are going to study. These are a summary of the most important pieces of information that you need to know. You will be expected to learn all this information and complete activities in your home learning exercise book.

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Knowledge Organiser Timetable

We expect you to complete one full page in your workbook as a minimum. You should spend around 20 minutes on home learning for each subject. Your teachers will check your Knowledge Organiser home learning during lessons, so make sure that you bring your books to school everyday. Your writing needs to be neat with home learning, title and date underlined with a ruler at the top of the page. If your teacher feels that any of these elements are not up to standard, they will enter you for a home learning support session. You will be rewarded house points for completion of homework and additional points will be awarded for exceptional home learning pages.

	WEEK A	WEEK B
MONDAY	ENGLISH PE	ENGLISH MUSIC
TUESDAY	ART DESIGN & TECHNOLOGY	GERMAN DESIGN & TECHNOLOGY
WEDNESDAY	MATHS DRAMA	MATHS ONLINE PSHE
THURSDAY	GEOGRAPHY ICT	HISTORY ETHICS & CULTURE
FRIDAY	DANCE SCIENCE	SCIENCE

How To Use Your Knowledge Organiser For Homework

The Knowledge Organisers are designed to help you learn a wide range of knowledge which in turn will mean you are more prepared for your lessons as well as the new style GCSEs that you will sit in the future.

For homework you should use your knowledge organiser to complete one of our accepted strategies in your workbook you should either:

- **Write**
- **Mind Map**
- **Transform**

Do not just copy into your workbook!

The first 12 pages contain some tips on how you can use your workbook.

Your teacher will check your workbook each week.

Knowledge Organiser Quiz

Your teacher will quiz you on your Knowledge Organiser twice a term to check how well you are doing your homework. The 'Mark' box must be used to record your score from each quiz.

	ENGLISH	MATHS	SCIENCE	ART	HISTORY
QUIZ 1					
QUIZ 2					
	FRENCH	ICT	PE	DANCE	GEOGRAPHY
QUIZ 1					
QUIZ 2					
	PHSE	E&C	MUSIC	DESIGN & TECHNOLOGY	
QUIZ 1					
QUIZ 2					

Look, Cover, Write, Check, Correct

Look through and read the information on a section of your Knowledge Organiser.



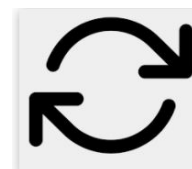
Then **cover** the section so you can no longer see the information.

Write everything you can remember, including any diagrams/drawings or tables



Check and **correct** your work using green pen.

Repeat until you have got everything correct.



Look, Cover, Write, Check, Correct

Examples:

Write down as much information as you can remember from your Knowledge Organiser subject page. Mark all the information you got right and correct any mistakes/add in detail where you missed it.

Remembering Key Information

Reflex arc means a quick response.
Reflex arc mean an involuntary response. ✓

Antibiotics means a medicine that prevent the ^{growth} microorganisms but do not help any viruses. ✓

A platelet helps the clotting and into a scab, making a clot/scab.
cholesterol is a fatty substance is ^{needed} for your body to probably. definitely needed.

A ligament is a that joins a ^{bone} meseta.

purple pen improvement I used the Look, cover, write, check, correct.

The nervous system is inside your body and is in most parts of your body but your B

Homework Support

Science

Drugs are chemical substances that affect the way you work. ✓

They are additional recreational. x medicinal. They can be painkillers, stimulants, hallucinogens and depressants.

Receptors are found in sense organs. ✓

Effectors are muscles or glands and carry out a response. ✓

Blood is made up of plasma (liquid), Red blood cells and white blood cells (carry oxygen) (fight infection).

and platelets.

There are 3 main types of pathogen: fungi, viruses and bacteria. ✓

There are several lines of defence against pathogens - primary defences: skin, stomach acid, nasal hairs. ✓ mucus and Secondary defences: the immune system.

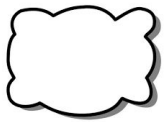
Vein - carries blood to the heart at low pressure. They have thin walls and valves to stop * blood. * backflow of ✓

Artery - carries blood FROM the heart at a high pressure. Have thick elastic walls.

Capillary - link arteries and veins. Carry blood to tissues and remove waste.

Look, Cover, **Mind Map**, Check, Correct

Look through and read the information on a section of your Knowledge Organiser then **cover** it up.



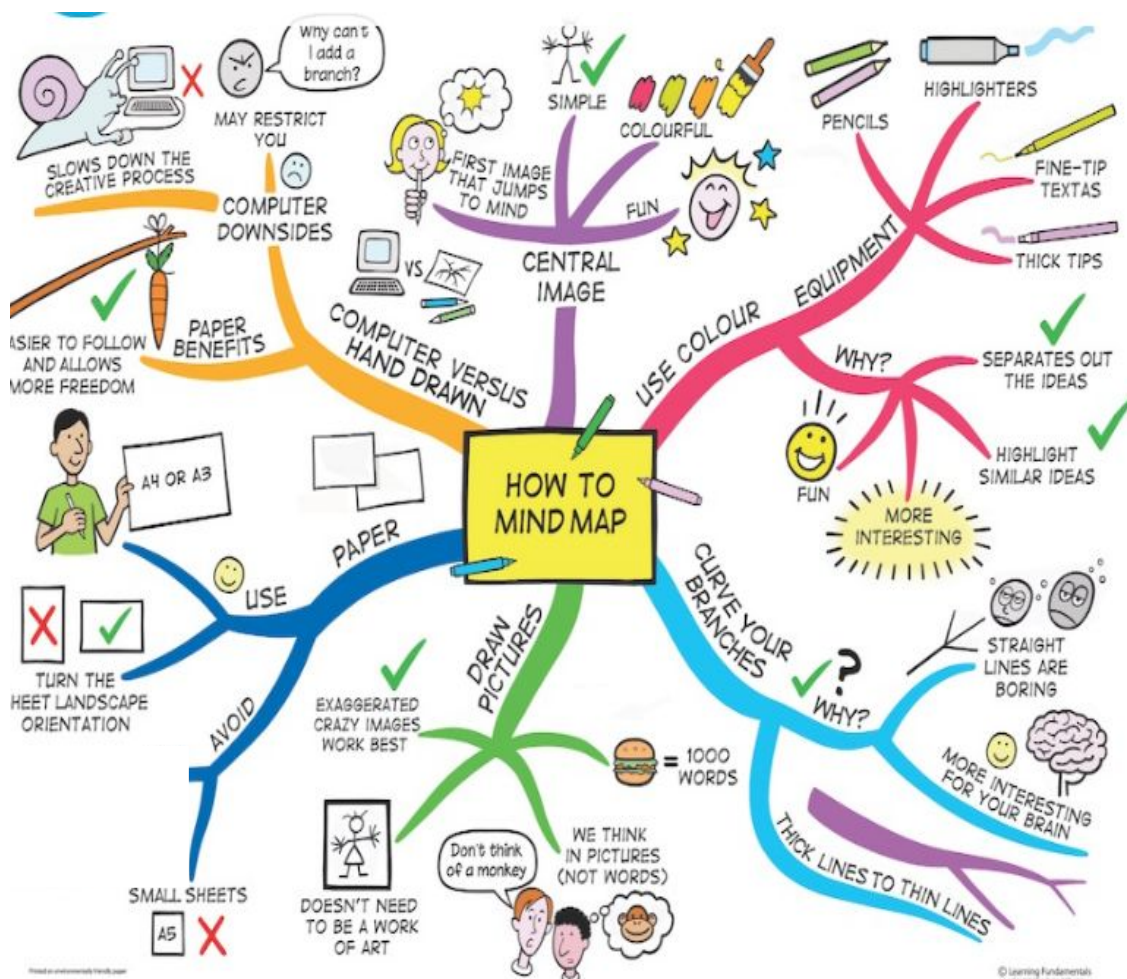
Then come up with a **title** for the section and put a bubble or star around your word

Write everything you can remember, including any diagrams/ drawings or tables.



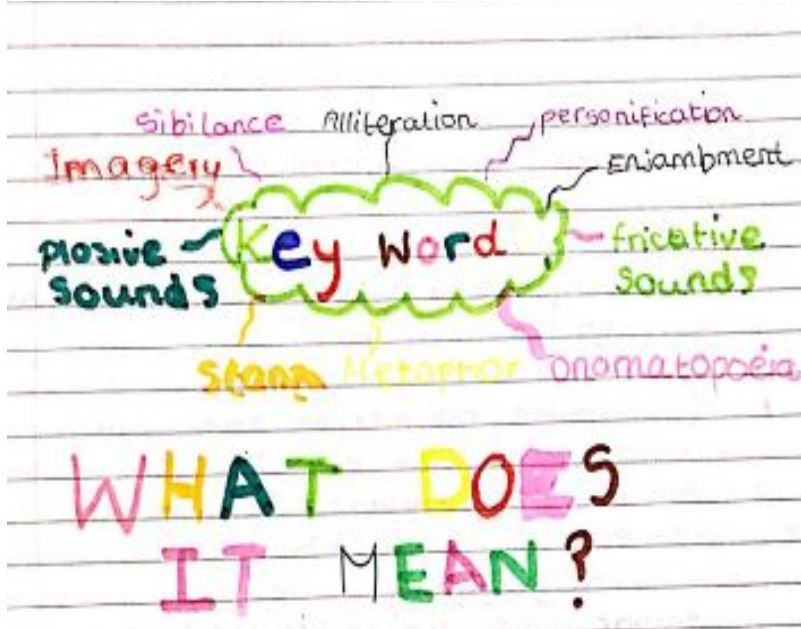
Check and **correct** your work using green pen.

Repeat until you have got everything correct.



Look, Cover, **Mind Map**, Check, Correct

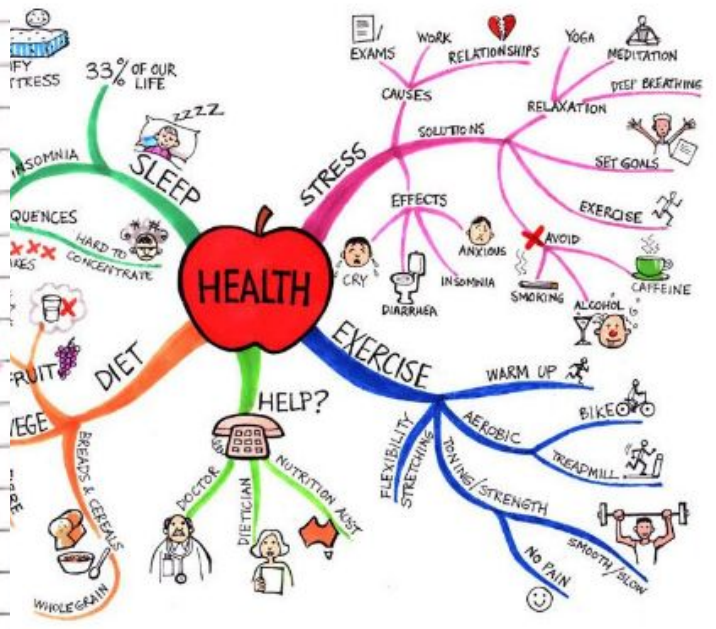
Examples:



WHAT DOES IT MEAN?

Onomatopoeia means a word that sounds like what it is.

Metaphors - means a non literal description for effect



Look, Cover, **Transform** Check, Correct

Look through and read the information on a section of your knowledge organiser then **cover** it up



Then **transform** the section, you can transform the information into one of the below:

- A selection of keywords
- Spellings you have to learn
- Song/poem to help you remember
- Key facts from the sheet
- Transform the descriptions into pictures/comic strip
- Transform it into revision card boxes
- Piece of extended writing based on the information.



Check and **correct** your work using green pen.



Look, Cover, Transform, Check, Correct

Example:

Maths.

Shapes!

Rectangle. = $L \times W$

TRAPEZIUM - $A = \frac{1}{2} \times (a+b) \times H$

Triangle - $\frac{1}{2} \times \text{base} \times \text{vertical height}$
 $A = \frac{1}{2} \times b \times h$

Shape Names!

cylinder	Cube
cuboid	Cone
pyramid	Sphere
hemisphere	triangular prism
Trapezium	parallelogram

WIKI English

WIKI Geography

3 Facts about Oceans!...

Fact 1 - 70% of the Oxygen we breathe is produced by Marine plants.

Fact 2 - 97% of the Earth's water supply is contained in the ocean.

Fact 3 - 30% of CO_2 emissions produced by humans are absorbed by the oceans.

deserts - Very hot deserts are

poems!

Blessing - a free verse poem about poverty and the importance of water.

It focuses on a slum on the outskirts of Mumbai in India and in particular the reaction of children who come to celebrate and drink when a pipe bursts.

Island man - is a short poem that focuses on the cultural of Caribbean man who wakes up in London but is dreaming that he's on a native island. In search for my lounge - the poet explores the internal conflict of she feels about losing her Indian cultural identity.

Half caste - about mixed race and people's identity and people's culture.

Nothing's changed - Talks about the rampant apartheid system in District Six near Cape Town in South Africa and explores all about racism. The ironic title brings to light how the apartheid has changed nothing but the appearance of District Six.

opics. They are h
nes intensely.

pical rainforests
equator.
we air is risu



Creative Writing

Tier 2 Vocabulary

1. **Connive:** to plan secretly and dishonestly for something to happen that will be to your advantage. VERB.
2. **Malevolence:** the quality, state, or feeling of being malevolent; ill will; malice; hatred. NOUN.
3. **Pernicious:** having a harmful effect, especially in a gradual or subtle way. ADJECTIVE.
4. **Debase:** reduce (something) in quality or value; degrade. VERB.
5. **Squalor:** the state of being extremely dirty and unpleasant, especially as a result of poverty or neglect. NOUN.
6. **Deranged:** mad; insane. NOUN.
7. **Repugnant:** extremely distasteful; unacceptable. ADJECTIVE.
8. **Brutish:** rough, unpleasant, and often violent. ADJECTIVE.

Success Criteria for Creative Writing

- I have checked my spelling and corrected my mistakes.
- I have used a range of punctuation accurately.
- I have stayed in the same tense.
- My writing uses the senses to create a specific atmosphere.
- I use interesting, ambitious vocabulary to create effects.
- I use original figurative devices to create effects, without cliché.
- I use a range of sentence types and openers to create specific effects.
- My writing has a clear structure and uses structure for effect (i.e. flashback, in media res)
- My characters are convincing, using 'show, not tell.'

Creative Writing

Key Terms

Perspective: this means 'point of view'. If someone tells you a story, they are telling it from their perspective

Setting: the place or time that a story happens in.

Atmosphere: the overall feeling or mood of a place or situation.

Ambitious Vocabulary: Precise, descriptive words

Simile: when you compare two things using 'as' or 'like'.

Metaphor: when you say something is something else.

Personification: when you give an animal or object qualities or abilities that only a human can have.

Cliché: a phrase which is overused and therefore comes across as unoriginal and even lazy.

Motif: a repeated idea or image which comes up several times in a piece of writing, often linked to a particular character or feeling.

Characterisation: How the writer creates a character so they seem 'real.'

Simple Sentence: a sentence with one clause. Expresses a complete thought.

Compound Sentence: a sentence with two clauses that both make sense by themselves. Joined by a coordinating conjunction.

Complex Sentence: a sentence that contains an independent clause (makes sense on its own) and one or more subordinate clauses (does not make sense on its own)

Hook: The opening of a story, which grabs the reader's attention.

In media res: Starting in the middle of an event, instead of with a normal exposition.

Writer's Purpose: The writer's intentions. Why they are writing and what they want the reader to learn or understand.

Dialogue: conversation that is written for a book, play, or film.

Online Maths Work

As year 9 students are studying the GCSE course, their home learning will be set in the same way as in years 10 and 11; Students will have homework set each week- some will be online and some will be on paper.

All online tasks will be set on www.mymaths.co.uk. This will also provide support if you are stuck on your paper-based work. You can try the tasks more than once and should aim to continue until you get at least 'amber' in each set homework.

The school login for mymaths is:

School Log-in: whitstonesecondary

Password: fraction280

Students will also be given their own unique login from their Maths teacher. This can be written here so you don't forget it:

Username:

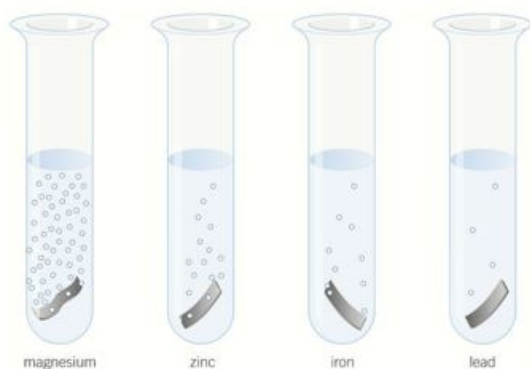
Password:

Please record below the work you have completed on mymaths

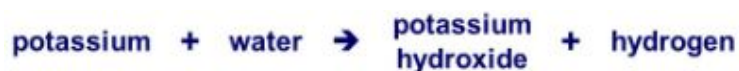
	Topic Practised	Score/ RAG	Signed by parent / carer
1			
2			
3			
4			
5			
6			
7			
EXTRA			

Metals and acids

Metals all have similar **physical properties** e.g. they are shiny, and conduct heat and electricity. They all react differently with acids, water, and oxygen though. You can tell how reactive a metal is by the amount of bubbles it produces when added to acid or water as shown.



Different products are made when metals react with acids, water, and oxygen as shown.



Some metals, such as gold and silver, don't react with acid, water, or oxygen. However other metals such as potassium react very violently. This information can be formed into the **reactivity series**.

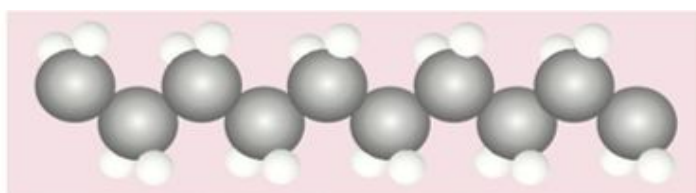
reactive
potassium
sodium
lithium
calcium
magnesium
aluminium
zinc
iron
lead
copper
silver
gold
unreactive

The **reactivity series** is a list of metals from the most to the least reactive. It can be used to find out how a metal will react with a substance, but also whether or not it will take part in a **displacement** (swapping) reaction, and to find out how it can be **extracted** from its **ore**. The **thermite reaction** shown below is an example of a **displacement** reaction.



When a metal is **extracted** from an **ore**, carbon can be used if the metal is less reactive than carbon (carbon is found between aluminium and zinc in the reactivity series).

Ceramic materials are hard, brittle, stiff, solid, and good electrical insulators. Pottery and bricks are good examples of ceramic materials. They also do not react with water or acids and have high melting points, so can be used to make plates and mugs. They have these properties as you need a great amount of energy to break the forces between atoms. The bonds between the atoms are strong.

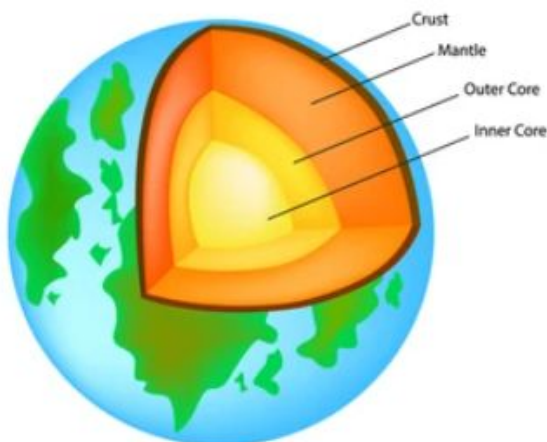


Polymers are very long molecules made from repeated groups of atoms. There are many polymers and different polymers have different properties. **Natural polymers** include wool, cotton, and rubber. **Synthetic polymers** are made in chemical reactions. Examples include poly(ethene) and poly(vinyl chloride).

Composite materials are mixtures of different materials. The properties of the composite material depends on the materials it is made from. **Reinforced concrete** is a composite material. It is able to put up with strong squashing and stretching forces that concrete alone would not be able to do.

Carbon-fibre-reinforced plastic is another composite material. It is very light, strong, and can be moulded into any shape. This makes it ideal for bicycle parts.

The Earth



The Earth is made of four layers: the **crust** is between 8 and 40km thick and made of rock. The **mantle** is mostly solid rock but can flow. The **outer core** is liquid iron and nickel, and the **inner core** is solid. The rocks that make up the crust contain mixtures of elements that we use. Surrounding the Earth is a mixture of gases called the **atmosphere**. The part nearest the Earth is called the **troposphere** and contains **78% nitrogen, 21% oxygen, 0.04% carbon dioxide, and 1% argon**.



▲ Limestone.

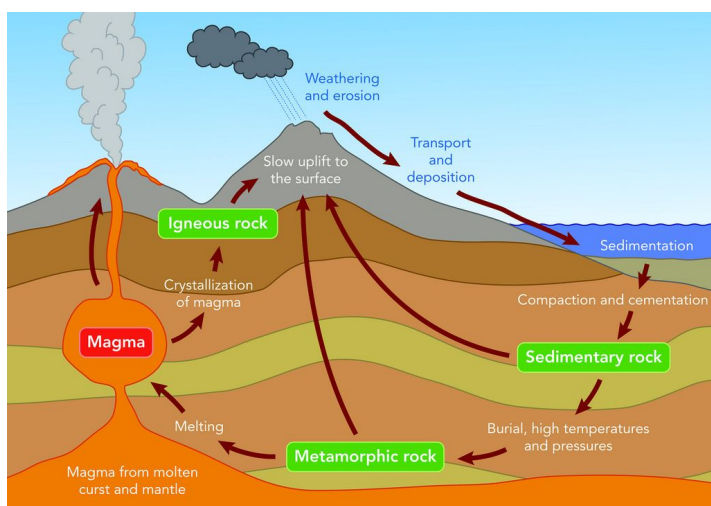


▲ Granite.



▲ Marble.

The crust contains three different types of rocks: **sedimentary** (limestone), **igneous** (granite), and **metamorphic** (marble). **Sedimentary** rocks are soft and porous and can contain fossils. These rocks are made from separate grains of old rocks that are stuck together to form new ones. The process involves several stages as shown in the **rock cycle** below.

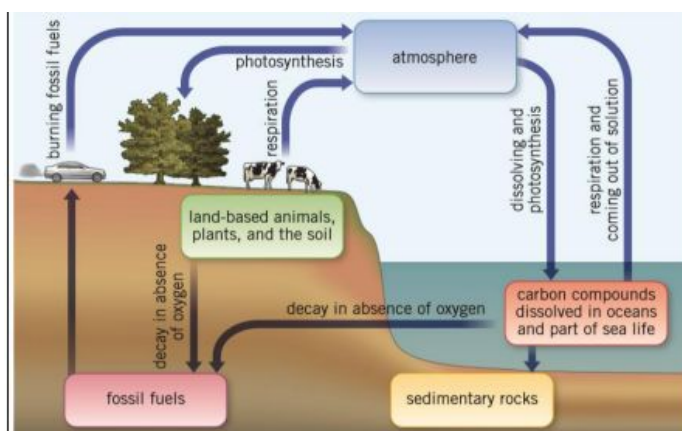


Igneous rocks are very hard and durable. They are made when magma cools underground slowly to form rocks with big crystals, or when lava cools down quickly on the surface of the Earth to form rocks with smaller crystals.

Metamorphic rocks are also very hard. They are made from existing rocks that have been changed by heat and/or pressure. Marble is an example of a **metamorphic rock** which is made from limestone.

Carbon dioxide is important for living things. It is constantly entering and leaving our atmosphere as shown in the **carbon cycle**. **Carbon stores** such as rocks, and the ocean help to lock away carbon dioxide.

The levels of carbon dioxide in the atmosphere are rising due to **deforestation** and the increased burning of fossil fuels. This has resulted in **climate change**. Effects of climate change include melting polar ice, flooding, droughts, and long-term changes in our weather patterns.



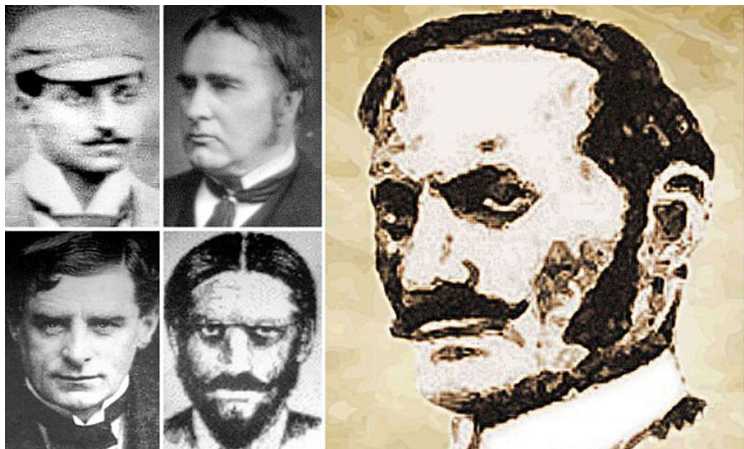
Jack the Ripper - victims

<u>Date (1888)</u>	<u>Victim</u>	<u>Location</u>	<u>How was she murdered?</u>
Friday 31st August	Mary Anne 'Polly' Nichols	Bucks Row	Throat cut and abdomen slashed open
Saturday 8th September	Annie Chapman	Hanbury Street	Stangled, throat cut and intestines pulled out.
Sunday 30th September	Elizabeth Stride	Dutfield's Yard	Throat cut.
Sunday 30th September	Catherine Eddows	Mitre Square	Throat cut, intestines pulled out. Part of her nose and ear removed.
Friday 9th November	Mary Jane Kelly	In her room in Miller's Court	Throat cut, intestines removed. Body badly mutilated



Jack the Ripper - suspects

<u>Name</u>	<u>Why is he a suspect?</u>
Francis Tumblety	A quack doctor. He collected body parts for a hobby.
Aaron Kosminski	Lived in the area. The police thought he was guilty. Died in a mental asylum.
George Chapman.	Killed 3 of his wives. Lived in the area. Had access to the weapons used by Jack the Ripper.
Montague John DrUITT	His own family thought he was guilty. After he killed himself the murders stopped.
Thomas Cutbush	Went to prison after the last murder as he was criminally insane.



The suspects.

Kosminski is the large picture on the right.

What did the police do?

Policing in 1888 was very basic. There were no fingerprints or forensic tests. Most of their work were simple actions such as interviewing witnesses, making house to house enquiries, asking for the public to help or just plain luck. Some basic analysis suggested the suspect was left handed but this did not help identify the killer.

As the crimes took place in different areas more than one police force was looking for the killer. They did not work well together as they both wanted to catch the killer before the other force.

Other problems in catching the killer.

The police seemed to be incapable of catching the killer. One of the problems was the involvement of the newspapers. They liked to print stories that were exaggerated or made up. This led the police to waste a lot of time chasing false leads. The press also criticised the police for being useless which stopped people helping them.

Hundreds of false leads were given to the police including the famous 'Dear Boss' letter. This also wasted police time.

A vigilance committee was formed that patrolled Whitechapel at night. They often got in the way of policework or handed them more false leads.

Jack the Ripper - The hunt for a killer



Weather and Climate

Key Terms



Weather	The day to day conditions of the atmosphere e.g. wind, rain, snow, etc.
Climate	State of the atmosphere over longer periods of time (usually over 30 years).
Precipitation	Any moisture that falls to the earth e.g. rain, snow, sleet, hail, etc.
Meteorology	The scientific study of weather.
Anticyclone	A weather system that consists of high pressure that circulates slowly in a clockwise (northern hemisphere) or anticlockwise (southern hemisphere) direction. They are associated with calm, fine weather
Depressions	These have 3 elements: a warm front, a warm sector and a cold front. A depression forms as a result of the warm air mixing and rising air above surrounding cold air. This often leads to unsettled weather.

Summer anticyclones

Clear settled conditions bring long, sunny, cloudless days and warm temperatures. The weather is normally dry, although occasionally very hot temperatures can trigger convectional rainfall and thunderstorms.

Winter anticyclones

Cold, dry days with light winds. The clear skies allow heat to be lost from the surface. Temperatures can decrease very quickly at night. Water vapour can condense and freeze on ground surfaces causing frost.



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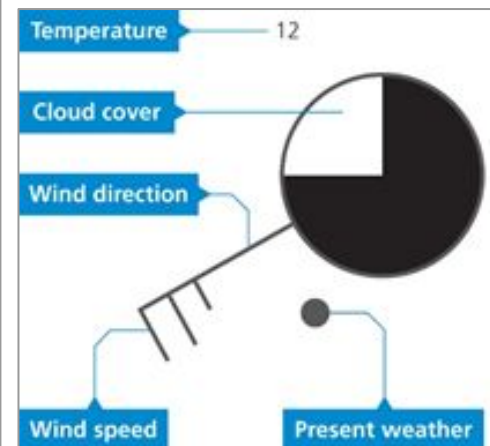
Weather and Climate

How do we measure weather?

Temperature	Maximum/minimum thermometer, measured in °C.
Sunshine	Campbell Stokes Sunshine Recorder, measured in hours.
Air pressure	Barometer, measured in millibars.
Wind speed	Anemometer, measured in knots.
Wind direction	Wind vane or wind sock, measured using compass directions.
Rainfall	Rain gauge, measured in mm.



Symbol	Precipitation	Symbol	Cloud cover	Symbol	Wind speed
•	Drizzle	○	Clear sky	⊙	Calm
▽	Shower	◐	One oktas	○—	1-2 knots
●	Rain	◑	Two oktas	○—	5 knots
*	Snow	◒	Three oktas	○— —	10 knots
△	Hail	◓	Four oktas	○— —	15 knots
⚡	Thunderstorm	◔	Five oktas	○— — —	20 knots
•••	Heavy rain	◕	Six oktas	○— — —	50 knots or more
*•	Sleet	◖	Seven oktas		
*▽	Snow shower	◗	Eight oktas		
—	Mist	⊗	Sky obscured		
≡	Fog		The sky is divided into eighths or oktas to record how much cloud cover there is.		



Factors Affecting Climate

Latitude - places near the Equator are much warmer than places near the Poles.

Distance from the sea – land and sea heat up at different rates. The sea takes a lot longer to heat up than the land but keeps its heat for longer as more than just the surface is heated up.

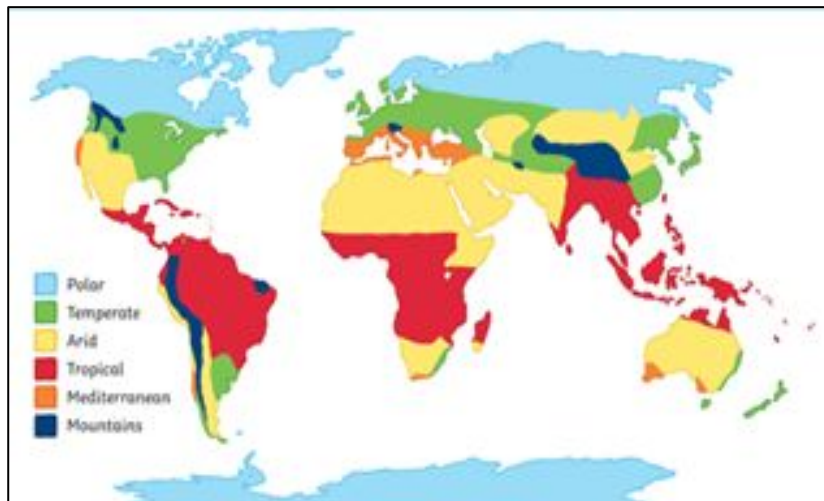
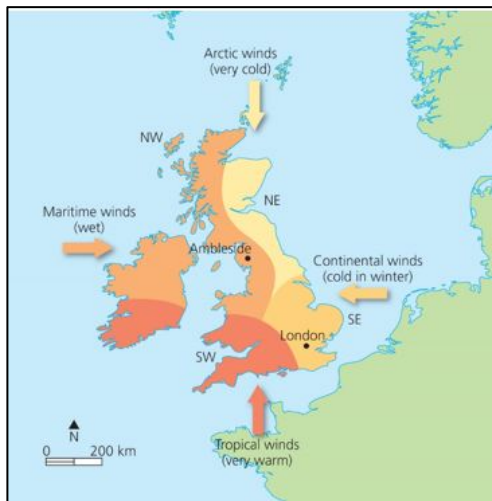
Altitude – temperatures decrease by around 1°C for every 100m increase in height.

Prevailing winds – the prevailing wind is affected by the area it blows over.



Weather and Climate

Climate zones across the UK



Climate zones across the world

The climate in the UK is variable meaning it changes a lot. There are cool summers, mild winters and rainfall evenly spread throughout the year. The climate type is classified as temperate, which means we rarely experience extremes.

The world can be divided into different climate zones. Each climate zone has its own distinctive pattern of temperature and rainfall.

Key Terms

Climate zone	An area with its own distinctive pattern of temperature and rainfall.
Altitude	A measure of the land's height above sea level.
Prevailing winds	The direction from which the wind usually blows.

If you find yourself off-school unwell or isolating, or simply want to find out more, use the links below!

BBC bitesize: <https://www.bbc.co.uk/bitesize/topics/zx38q6f>

Moral and Ethical Issues

Moral Issues are issues that relate to what we believe to be right or wrong. Examples include Animal Testing, Abortion, Euthanasia, Saviour Siblings, Genetic Engineering, Capital Punishment.

Where do you stand on these issues?



Aims of Punishment

Protection - to protect society from the criminal and the crime

Deterrence - to put off someone else committing the same crime

Retribution - to make the criminal suffer for what they have done

Reformation - to rehabilitate offenders so they can try to turn away from crime

Vindication - to prove the law should be respected and to ensure people uphold it

Reparation - repairing the damage done - making up for what they have done



Key Terms

Good and Evil - that which is morally right and beneficial.

That which is immoral, wicked and wrong

Forgiveness - to give up resentment and grant a pardon to a wrongdoer

Freewill - the ability to make choices freely and independently

Fairness - where everyone has equal provisions and opportunities

Sin - a deliberate immoral act, breaking a religious or moral law

How do people make moral decisions?

Conscience - we all have a conscience that helps assess right and wrong

Life experiences - our past experiences and what they have taught us

The Law - the law of the country and society we live in

Religious Leaders

Upbringing - our parents and family and the way we have been brought up



Die Umweltprobleme

Das Waldsterben - dying forests
 Der saure Regen - acid rain
 Luftverschmutzung - air pollution
 Wasserverschmutzung - water pollution
 Plastikverschmutzung - plastic pollution
 Müll - rubbish
 Abholzung - deforestation
 Der Treibhauseffekt – the greenhouse effect
 Kohlendioxid – Carbon dioxide
 Überbevölkerung – over population
 Das Ozonloch – hole in the ozone layer
 Das Aussterben von Tierarten – animal extinction
 Verwüstung - desertification

**Was ist das grösste Umweltproblem?**

Meiner Meinung nach ist Müll ein Umweltproblem – In my opinion rubbish is an environmental problem

Was kann man für die Umwelt tun?

man sollte ... one should

Wasser sparen - save water
 sich duschen - shower
 umweltfreundliche Produkte kaufen - buy environmental
 Bioprodukte kaufen – buy organic products
 zu Fuss gehen – go by foot
 recyceltes Schreibpapier benutzen – use recycled paper
 Energie sparen – save energy
 Rad fahren - cycle
 Müll recyceln/trennen – recycle/separate rubbish
 Spraydosen vermeiden – avoid spray cans
 Küchenabfall kompostieren – compost kitchen waste
 die Lichte ausschalten – turn the lights off
 weniger Fleisch essen – eat less meat
 den Planet schützen – protect the planet

Infinitive	Present	Past (perfect)	Future
recyceln - recycle	Ich recycle	Ich habe... ..recycelt	Ich werde... ..recyclen
trennen - separate	Ich trenne	Ich habe..getrennt	Ich werde.. trennen
tahren -go/travel	Ich fahre	Ich bin...gefahren	Ich werde...fahren
gehen - go	Ich gehe	Ich bin.. gegangen	Ich werde..gehen
kaufen - buy	Ich kaufe	Ich habe...gekauft	Ich werde...kaufen
vermeiden - avoid	Ich vermeide	Ich habe..vermeidet	Ich werde...vermeiden
benutzen - use	Ich benutze	Ich habe..benutzt	Ich werde..benutzen
ausschalten - turn off	Ich schalte..aus	Ich habe.. ausgeschaltet	Ich werde...ausschalten
sparen - save	Ich spare	Ich habe..gespart	Ich werde..sparen

Perfect Tense

Remember you need an auxiliary verb (part of the verb haben or sein) and a past participle in a perfect tense sentence. The past participle appears at the end of the sentence

Werden

ich werde
du wirst
er/sie wird
wir werden
Sie werden
sie werden



The future tense

To form the future tense, you need the correct part of the verb 'werden' followed by an infinitive at the end of the sentence

Define: Platonic Relationships

A friendship or relationship where there is no romantic, intimate or sexual feelings.

Friends and colleagues.

Define: Intimate Relationships

A relationship which can include a sexual attraction and sexual activity.

Boyfriend, girlfriend, married couples, cohabiting couples etc.

Define: Familial Relationships

A relationships with someone who has a blood, kinship or legal tie to you.

Parents, siblings etc.

Define: Sexual consent

The giving of permission by a person to engage in any form of sexual activity including penetrative and oral sex. A person under 18 is a minor and legally a child.

Define: Toxic Relationships

A relationship (of any kind) that has a negative impact on your mental health, self-esteem or general well being.

Consent is.....

- Freely given and reversible - it's okay to change your mind
- Informed - you have all the facts
- Enthusiastic - involves something you WANT to do
- Specific - saying yes to one thing DOES NOT mean you are saying yes to something else.

When can consent not be given

When a person is drunk or high, asleep or passed out, under 16 years old, or has mental disability or learning difficulties.

Intimacy within a safe secure relationship

Sex and intimacy form part of a normal, healthy, responsible relationship (when both parties are consenting and of legal age.)

Define: Sexually transmitted infection (STI)

Sexually Transmitted Infections are infections that are passed on mainly through sexual contact both vaginally, anally and orally.

Define: Contraception

Methods used to prevent pregnancy from occurring during sexual activity including male condom, female condom, the pill, patch, contraceptive injection.

Where to get more help and support

Parents, school nurse, your doctor, your practise nurse, NHS website, healthforteens.co.uk.

For additional resources and revision look at
<https://classroom.thenational.academy/subjects-by-year/year-9/subjects/rshe-pshe>

Sex and Relationships (including sexuality and gender issues)

Things to remember

- When both parties are under 16 but have consented, it is still technically a criminal offence.
- Contraception is a personal choice and you will need to consult your doctor for most methods.
- Not all contraceptive methods protect against STIs, as well as pregnancy.
- You can have an STI without knowing it and some STIs are transmitted without having sex.

Define: Biological sex

The physical anatomy and gendered hormones one is born with.

Define: Transgender

A person whose gender identity is binary opposite that of their biological sex.

Define: Bisexual

A person who experiences sexual, romantic, physical or spiritual attraction to their own as well as another gender.

Define: Bisexual

A person who experiences sexual, romantic, physical, and/or spiritual attraction to people of their own gender as well as another gender

Define: Heterosexual

A medical definition for a person who is attracted to someone of the other gender.

Define: LGBTQ+

Lesbian
Gay
Bisexual
Transgender
Queer /
Questioning
Other

Define: Homosexual

A medical definition for a person who is attracted to someone of the same gender.

Define: Sexuality

A person's sexual preference or orientation. Who they are attracted to.

Where to get support from

A parent or trusted family member, teachers and school staff, school nurse, NHS online, your doctor, Young Stonewall (online)

For additional resources/lessons/research material view and work through the oak academy online material - <https://classroom.thenational.academy/subjects-by-year/year-9/subjects/rshe-pshe>

Sex and Relationships (including sexuality and gender issues)



THE GUITAR FAMILY AND CHORDS



There are **THREE** different types of GUITAR:

- the **ACOUSTIC** guitar which has 6 strings. *Listen to 'Blackbird' by The Beatles.*
- the **ELECTRIC** guitar which also has 6 strings. This is plugged into an amplifier or 'amp' to make it louder. *Listen to 'Voodoo Child' by Jimi Hendrix.*
- the **BASS** guitar which has four strings. *Listen to the beginning of 'Under Pressure' by Queen.*

The **UKULELE** has four strings. It originates in Hawaii and comes in numerous sizes. *Watch a performance given by The Ukulele Orchestra of Great Britain.*

These instruments can be **STRUMMED** to play **CHORDS**, or the individual strings can be **PLUCKED** with a pick or finger tip to give single notes. The bass guitar tends to be plucked.

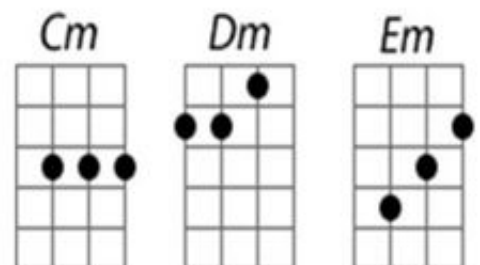
Chords are a structured collection of notes that provide HARMONY. If music were a cake, the melody (or tune) is the icing and the chords are the sponge; they determine the flavour of the music. There are different types of chords. The two most common types are: **MAJOR chords and MINOR chords.**



Put very simply, major chords sound 'happy' and minor chords sound 'sad'. There are hundreds of popular songs that use only major chords - *listen to 'All Right Now' by Free* - but only a few that use only minor chords - *listen to '505' by The Arctic Monkeys.* Can you hear the difference? There are many songs that use both major and minor chords.

Playing chords involves holding down multiple strings, and in doing so, this creates an observable 'shape' on the fretboard. The most common way of showing these shapes is by using **chord diagrams**.

The vertical lines represent the strings and the horizontal lines represent the frets. The dots represent where you put your fingers to create a particular chord. These are shapes needed to create C minor, D minor and E minor on the ukulele.



Stage Violence

Aggressor	The person who is doing the violent act
Reactor	The person who is reacting to the violent act
Focus	Where you are looking, this is really important in stage violence as you will move towards your focal point. This is key when doing a move like a punch to the face as if you are looking at your partner's face you are much more likely to hit them, instead look at the point the fist should finish as this will keep the move safe.
Slap to Face	<p>Slap One: The Reactor stands with their back to the audience. The Aggressor stands in front and slightly to the side of the Reactor. The Aggressor brings their hand up and claps to the side of the Reactor's face, following past the face as the Reactor reacts to the slap.</p> <p>Slap Two: The stage position for Reactor and Aggressor is the the same as Slap One. This time the Aggressor brings their hand sharply in front of the Reactor's face,. The Reactor claps, making the sound, and masking this action from the audience as their back is to the audience.</p>
Punch to face	<p>Punch One: The Reactor stands with their back to the audience. This masks the view of the audience so they cannot see that there is no contact being made. The Aggressor stands directly in front of the Reactor. The Aggressor brings their elbow down then snaps it up to a straight arm. The Aggressor reals back as if punched in the nose. The Aggressor adds noise to the move by punching their shoulder at the same time.</p> <p>Punch Two: The Reactor stands with their back to the audience. The Aggressor stands in front and slightly to the side of the Reactor. The Aggressor brings their arm back at shoulder height. The arm is pulled well back to let the audience see the full move. The Aggressor then swings from their hips keeping the arm at the same height and bent. When the fist is close to the Reactor the Aggressor straightens their arm past the face of the Reactor. The Reactor react as if punched to the side of the jaw. The Aggressor adds the noise when straightening the arm by punching their own shoulder.</p>

Stage Violence 2

Strangle Holds	The aggressor puts a straight arm out towards the Reactor. The Reactor grabs the wrist of the Aggressor with both hands. The Reactor brings their elbows up and in line with their shoulders. The Reactor pushes into the arm of the Aggressor, this causes a very strong hold. The Reactor then brings the Aggressor's hand up to their own throat.
Clothing Grab	The is the same as Strangle holds, except rather than the next being held the clothing of the Reactor is grabbed. The hold is the most important thing in both of these moves as it means all movement is done through the connection at the Aggressor's wrist, and no force is put into the next or clothing at all.
Headlock	The Aggressor stands behind the Reactor. The Aggressor places a hand on the Reactor's shoulder and pulls them back. The Aggressor should now be supporting the weight of the Reactor by allowing the Reactor to lean against them. The Aggressor then brings their right arm around the from of the Reactor. The Aggressor holds their right wrist with their left hand, The Reactor reaches up and grabs hold of the Aggressor's right forearm with both hands. The Reactor can then pull down on the arm as the Aggressors pulls up, thi makes it look like there is a lot of tension between the two, whilst ensuring the neck of the Reactor is safe at all times.
Kick to Face on the floor	The Reactor lies with their back to the audience and their hand in front of their face. The Aggressor kicks the hand and the Reactor rolls away reacting as if they were kicked in the jaw/ nose. The Reactor must be able to lock the hand keeping their fingers straight, whilst at the same time keeping the rest of the arm relaxed. This means the arm will move away with the force of the kick and no injury will occur. The Aggressor must ensure the kick clips the end of the Reactor's fingers and that the kick is aimed away from the Reactor's face to keep the move safe.
Knee to Groin/ Stomach	This is the easiest of all moves. The Reactor stands with their back to the audience. The Aggressor puts both hands onto the Reactor's shoulders. The Aggressor then lift their knee quickly whilst simultaneously pulling the Reactor's shoulders down and forward. The knee is never close to the Reactor as their body masks that no contact is made.

What is upcycling?

Upcycling, also known as creative reuse, is the process of transforming by-products, waste materials, useless, or unwanted products into new materials or products perceived to be of greater quality, such as artistic value or environmental value.

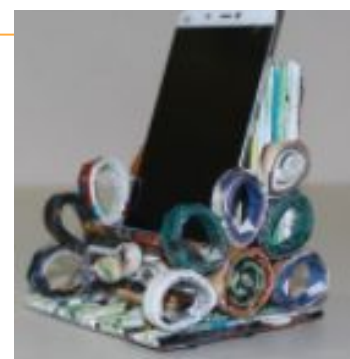
Why should we upcycle?

Upcycling essentially helps you achieve two of the 3 'R's of recycling: REDUCE and REUSE. It helps you reduce what is going to landfill, and reuses the product you were going to throw away, giving it a second life, without the need for "degrading" it.



What materials can you use to upcycle?

You can use a wide range of materials to upcycle. And you can create anything from these items. You can use: cardboard, glass, plastic, garden waste, tins/cans, wood, paper, clothing, scrap materials, jewellery, furniture and even broken items.



Creating a design

Using a range of materials at home design and create another phone stand which can be made out of different materials.

Really think about what you could be using and how different you could make it to the one you are doing in school.

Design and annotate an idea and then try and create this idea with what you have at home.

Use google/pinterest to help you think of some ideas if you are struggling and find a way to make the design unique to you.

BE CREATIVE!!



The eatwell plate

Use the eatwell plate to help you get the balance right. It shows how much of what you eat should come from each food group.



What makes a balanced diet?
What are the approximate percentages for each food group?

Components of a healthy diet

Carbohydrates:

Bodies main energy source especially during exercise.

Simple Carbohydrates – stored as glucose and is broken down quickly for fast energy release (found in sugar food e.g. sweets).

Complex Carbohydrates – stored as starches in the body and are broken down more slowly but produce large amounts of energy (found in bread, pasta and potatoes).

Protein:

Food source which is used for growth and repair of body tissues.

Athletes would require power / strength / speed need protein to help their muscle development (growth) and repair of muscle tissue after training sessions (micro tears).

Protein can also be used as an energy source at the end of prolonged activities when all other energy sources have been used up.

Fats:

Food source that provides energy at low intensities.

Fat can provide more energy than carbohydrates BUT only when the performer is working at a low intensity.

Often used for energy when walking or jogging and is also used when a runner has used up all their carbohydrate stores (starches).

Unsaturated fats cause cholesterol which leads to the narrowing of arteries and can cause heart attacks.



What is a balanced diet?

Eating the right amount of calories to deal with the energy that will be needed. It is also eating different food types to provide the body with the right nutrients, vitamins and minerals to remain healthy.

Ideal average intake of main nutrients – **Carbohydrates = 55 – 60%, Fat = 25 – 30%, Protein = 15 – 20%**

Why should we strive to have a balanced diet?

- Unused energy is stored as fat which could lead to obesity.
- The human body needs nutrients for energy, growth and hydration.

ANIMATION

- Animation is a technique used to make objects and drawings appear as if they are moving.
- Stop-frame animation is a technique in which many photographs are taken of objects, with small movements in between.
- When the images are quickly shown together, the objects appear to move! (They are animated).
- There are many stop-frame animation apps and programs, for example iMotion, Stop Motion Studio and Clayframes.

INTRODUCTION TO ANIMATION

Stop-frame animations work in the following way:

- A number of pictures are drawn or taken of an object or picture.
- In each drawing or picture, the object has been moved slightly. Each picture is called a **frame**.
- When the frames are shown in a sequence, an **illusion** is created where it looks as though the object is moving!

Lots of movies and TV programmes are animated. These include cartoons, and films like Wallace and Grommit and Chicken Run.

-In recent years, lots of stop-frame apps and programs have been released, which can be used to make homemade animations!

KEY TERMS

Animation	A process by which still pictures appear to move.
Flipbook	A book with pictures drawn in a way that makes them appear to move when the pages are flicked.
Frame	A single image in an animation.
Onion Skinning	A process where the shadow image of the previous frame is present to help you line up the objects of the animation correctly.
Background	A non-moving image that appears behind the animated images.
Stop Motion	A technique whereby the camera is repeatedly stopped and started, for example to give animated figures the impression of movement.
Video clip	A short piece of film or animation
Rotoscoping	An animation technique that animators use to trace over motion picture footage, frame by frame, to produce realistic action.

STREET ART

Creating Stencil Art



Stencil art is one of humanity's oldest creative forms. Some of our species' first artists used stencil art techniques when they placed their hands on cave walls and blew ground minerals over them, coating the rock in blooms of red or black pigment and leaving behind their ghostly palmprints.

Fast-forward some 30,000 years and stencil art techniques remain essentially unchanged. Using a sheet of cardboard, plastic, or metal with a pattern or letters cut out is surprisingly versatile, allowing craftspeople to colour cloth, illustrate manuscripts, print t-shirts, and create some fantastic street art.

Create A Stencil Design

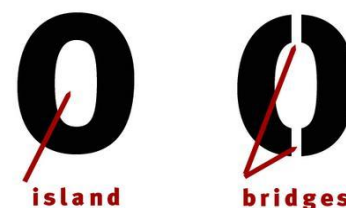
First, you'll need an image to work with. You can use something you've drawn, choose a photo or pre-existing artwork to adapt as stencil art, or combine elements of all three.

- Make sure your design can be rendered in two-tone black and white without losing too much detail.
- Typography, icons, bold, comic-style illustrations, and high-contrast photos all work well when you're first learning how to create stencil art.
- Make it pop with bold shadows and crisp lines.

Keep in mind that your stencil can only be so detailed. Even if you're a craft knife wizard, you'll have trouble cutting extremely tiny lines.



As you create your stencil pattern, be sure to plan for any necessary "bridges" in the artwork. You need to make sure there aren't any lonely "islands" of blank stencil material, otherwise you may accidentally cut away important design elements.



If, for example, your piece includes the letter "O", you'll have to leave some blank space in your design to ensure the middle part of the letter doesn't fall out when you cut your stencil.

Think of it like this: if the black part of the "O" was water, and the white background was land, you'd need a bridge on either side to cross.

Cutting & Spraying Your Stencil

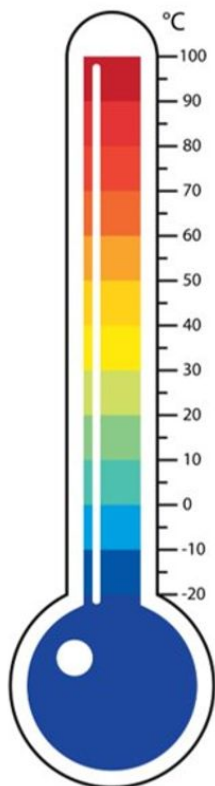
You should cut out the most detailed parts of your stencil first, as your stencil will only get flimsier with each piece of paper that's removed.

Now for the best part: spraying your stencil...

Aim for steady movement and even coverage to avoid dripping (unless that's an effect you'd like to try out). You don't want to follow any funny path or try to trace your stencil. Position your nozzle about 15cm away from your stencil and spray in short strokes in a single direction, without "doubling back" over parts you've already coated.

Leave to dry for at least 10 minutes.

Food Hygiene



5-63°C – The danger zone where bacteria grow most readily.

37°C – Body temperature, optimum temperature for bacterial growth.

8°C – Maximum legal temperature for cold food, i.e. your fridge.

5°C (or below) – The ideal temperature your fridge should be.

75°C – If cooking food, the core temperature, middle or thickest part should reach at least this temperature.

75°C – If reheating food, it should reach at least this temperature. In Scotland food should reach at least 82°C.

Use-by-date.

You've got until the end of this date to use or freeze the food before it becomes too risky to eat.

Best-before-date.

You can eat food past this date but it might not be at its best quality.



High Risk Food

Bacteria easily multiply on foods known as 'high-risk food'. These are often high in protein or fat, such as cooked meat and fish, dairy foods and eggs. Cooked pasta and rice are also regarded as high risk foods if they are not cooled quickly after cooking and stored below 5°C.

Bacterial growth and multiplication

All bacteria, including those that are harmful, have four requirements to survive and grow:

- 1) Food
- 2) Moisture
- 3) Warmth
- 4) Time



Where should food be stored in the fridge?

Cheese, dairy and egg-based products

The temperature is usually coolest and most constant at the top of the fridge, allowing these foods to keep best here.

Cooked meats

Cooked meats should always be stored above raw meats to prevent contamination from raw meat.

Raw meats and fish

Raw meats and fish should be below cooked meats and sealed in containers to prevent contamination of salad and vegetables.

Salad and vegetables

These should be stored in the drawer(s) at the bottom of the fridge. The lidded drawers hold more moisture, preventing the leaves from drying out.

The Designer - Part 2

Designers create brands and experiences, advertisements and publications, physical spaces, digital spaces, animations and an endless list of other things. Design directly impacts our lives and has the potential to influence the world for the better.

Read, experiment and apply these powerful graphic design tips to make more of an impact in your work...

Contrast

It can be achieved through the use of size and scale, lightness or darkness, colour and the use of space.

Ensure you have contrast in the size of elements on the page and make sure your colours are contrasting tones or shades.

You can play with the size of type on the page and it can also be useful to consider the contrast in pairing the typefaces you choose.

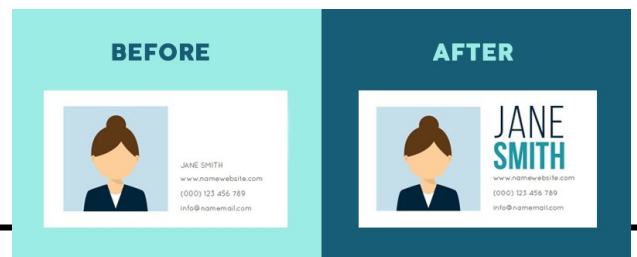


Pay attention to the hierarchy

When sitting down to design something, ask yourself 'what's the most important element of my design?' More simply stated, what is someone supposed to look at first?

Hierarchy is an extremely important aspect of graphic design. As a designer, it is your job to guide a viewer through the design, therefore, you need to prioritise elements according to their importance.

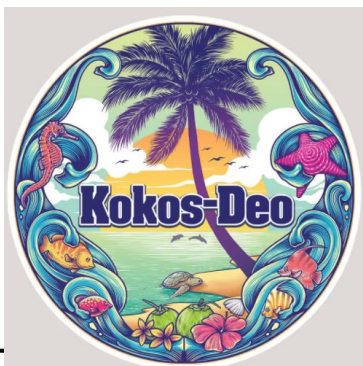
You can achieve that priority easily through scale, the application of colour, the size of type and your font choices as well as the use of space.



Layering & Overlapping

One of the easiest ways to create depth in graphic designs is by overlapping images/objects.

Overlapping different elements and objects over each other gives your design a layered look—and when elements look layered, it creates a sense of depth.



In this image the ocean border is used as an outline and layered on top of the beach scene, almost making it appear as though you're looking through a window at the beach scene further in the distance.

Then, there are the overlapping waves, fish, and flowers within the border itself. There's also layering in the beach scene, with the clouds overlapping the sun.

The overall effect? All sorts of depth.



PHYSICAL AND INTERPRETIVE SKILLS

Physical (Technical) skills are linked to your technical ability as a dancer
Interpretive (Expressive) skills are linked to your performance as a dancer.



PHYSICAL SKILLS & DEFINITIONS

Alignment: Mechanically efficient placement of the joints of the body. Body weight evenly on the feet, knees bend over toes, back has curves but not forced, shoulders relaxed.

Application of dynamic range: Ability to use a wide range of dynamics. How you move - such as fast, slow, sharp, soft

Balance: Being stable whilst being still and during movement. Using your centre to manage weight placement on a particular support.

Body Awareness: Ability to know what your body is doing whilst moving

Contraction: Tightening of the muscles

Coordination: Controlling all parts moving at the same time.

Extension: To stretch and extend the body usually arms or legs, toes or fingers

Flexibility: The ability of your joints to move through a full range of motion. Having flexibility in your muscles allows for more movement around the joints

Isolation: Moving one body part without any other part of the body moving

Movement Memory: Ability to remember and reproduce the actions and movement accurately

Posture: How the body is held when standing, sitting, lying etc...

Spatial Awareness: Knowing where the body parts are in space in relation to the rest of the body or where you are facing, the direction of the action and its size, level and shape

Stamina: Is the endurance of either the muscles or the heart and breathing. Ability to keep going.

Strength: Muscle power needed to perform an action

Whole body participation: Using the whole body even if the emphasis is not on a particular body part.

INTERPRETIVE SKILLS & DEFINITIONS

Accurate interpretation and reproduction of style, steps and movements: A personal understanding of the actions projected through style, music and dynamics

Emphasis: Involves knowing what aspect of energy, space and time to accent at different moments throughout the dance

Facial Expressions: How you use your face to express different emotions about the dance. Calm, anger, neutral, happy

Focus: Where you are looking – down to the floor, back of the audience, other dancers

Group awareness and use of space: Ability to know where other dancers are and adapt accordingly

Musicality: Is a sense of rhythm and musical structure in a dancer's movements. It is the awareness of the qualities of the music and projecting, contrasting and or complementing the music effectively through movement

Projection: Involves throwing the energy out of the body so as to give a quality of life to the movement

Timing: Listening and feeling the beat of the music and being able to let go and allow yourself to express your feelings through your movements, instead of trying to keep count of the beats in your head.

BELOW ARE A LIST OF SKILLS THAT YOUR WOULD ADAPT IN A PERFORMANCE PIECE TO COMPLEMENT THE DANCE STYLE OR GENRE LEARNT.

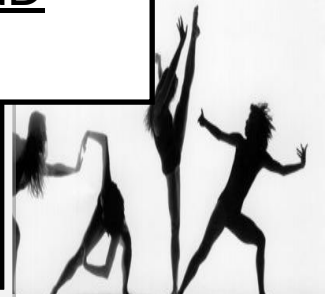
Posture - Use of whole body - Dynamic range
 - Movement quality - Awareness and appreciation of sound accompaniment - Facial expressions - Focus

For example, posture in street dance is performed and applied very differently in comparison to how you hold your posture in ballet.

CHOREOGRAPHY, REHEARSAL AND PERFORMANCE EVALUATION



Evaluating your dance work? Try these sentence starters to help your analyses and evaluate you going:



I would like to tell you about.....
 I would like to explain about.....
 I have choreographed.....
 My dance was about.....
 This term I have learnt.....
 I am pleased with my finished performance because.....

The most enjoyable part of the work was.....
 The area I found the most challenging was.....
 I am now aware of.....
 The equipment/resources I have used are.....
 I would develop my work by.....
 I would like to use this (insert: technique, idea, development or method) in my future projects because.....

The key focus this term was.....
 Important things to remember are.....
 I have learnt how to.....
 I have planned.....
 The most enjoyable part of the work was.....
 I am able to use.....

CHOREOGRAPHY

Choreographic Devices:
Repetition – A very simple device where you repeat all or a part of one motif.
Contrast – Where you add something completely different to your dance.
Transitions – Links between movements, phrases and sections of your choreography.
Retrograde - Performing a motif backwards (like rewinding a video)
Beginning and End – It is important to have a catchy beginning and end to your dance.
Climax – This is the peak of your dance, like a big lift or jump which is the main visual point of the dance to the audience.
Highlights – This is moments that lead up to the main climax of the dance.
Form/Structure of sections:
 AB = Binary, ABA = Ternary,
 ABCDEFG = Narrative,
 ABACADA = Rondo,
 AA1A2A3A4A5 = Theme and Variation, ??? = Chance

REHEARSAL

Warm up and stretch properly and correctly
 Mentally and physically prepare yourself for the rehearsal/lesson ahead
 Follow health and safety rules in dance and wear the correct attire
 Work with different group variations—1, 2, 3, 4, 5
 Aim to Input creative ideas
 Listen to the ideas of others
 Communicate effectively and calmly with others
 Take the lead in groups
 Be a team player – Teamwork
 Try to show and maintain commitment to your work
 Focus at all times
 Repetition is key, repeating your creative dance sequences will help remember your dance
 Identify yours and your groups strengths
 Identify areas for improvement to make progress in your dance work

PERFORMANCE

Movement Memory – remembering your dance
Accuracy—copying exactly the actions you see
Extension—stretching into the space
Fluency—moving from one action to the next without pauses
Flexibility—range of movement in joint
Posture—how you hold your body when sitting/standing
Spatial Awareness—knowing where you are in the space
Strength—muscle power needed to perform movements
Focus—use of the eyes looking at other dancers, the audience or to a body part
Facial Expression—emotion shown through eyes, mouth and eyebrows
Sensitivity to others—in space, group formations, when in contact
Commitment—considering work as a performance piece
Physical Skills – skills you use to show the ascetic/technique
Interpretive Skills – Skills that you use to expressive the mood, atmosphere or meaning of the dance

How do the challenge tasks work?

Each term, five subjects will set additional challenge tasks. These tasks are optional so you can pick and choose which ones you do. For each task that you complete, you will be rewarded with 5 epraise points and be entered into a draw to win a prize.



Your class teacher will give you details of how and when you should hand in the task

ENGLISH

There are five different options of additional challenge tasks you could complete:

1. We are using different characters created by Charles Dickens as inspiration for our creative writing. Complete research on Charles Dickens and create a fact file detailing key events in his life and his most famous works.
2. Read one of the stories written by Charles Dickens and write a book review summarising key events, characters and themes.
3. Research what life was like in the Victorian Workhouses and create a piece of creative writing imaging you are living there.
4. Create a character profile on one of the characters we have studied this unit.
5. Last term we read a number of poems which focused on unstable characters. Read the poem 'The Laboratory' by Robert Browning. Re-write the poem giving it a modern twist.

HISTORY

- To find out more about Victorian London research the work of Charles Booth
- Explain his circles of poverty
- Compare London with York by exploring the work of Joseph Rowntree
- Create your own Ripper newspaper with headline and a story for the front page
- Use a map of the area to design a Ripper Tour to explain what happened and where to a party of tourists.

GERMAN

Freiburg, in Germany, is considered to be one of the greenest cities in the world

Research measures Freiburg has taken over the years to combat climate change and environmental issues.

Produce a fact sheet / leaflet about Freiburg as an environmentally friendly city



ART

Challenge - design and cut your own simple stencil. You can use sponge and paint instead of spray to paint it.



DANCE

- Create a dance warm up and a cool down that you can teach to your class
- Watch a Ballet - 'Swan Lake' or 'The Nutcracker' by Matthew Bourne
- Create a booklet including information on different dance styles - What style is your favorite?
- Take part in an online dance workshop - <https://www.youtube.com/c/ItaliaContiVirtual>
- Create an abdominal workout to improve your core