‘Success is the sum of small efforts repeated day in and out.’

STOKE DAMEREL

Aspire Achieve Thrive

Name:

Tutor:

Half Term 1 2022-23

Science

French

KNOWLEDGE ORGANISER

History

English

Geography

9

Hegarty Maths

Modern Britain

QUESTIONS STEMS

Use these to help you set your own questions.
Try to use some from each section.

Simple Question Stems - recognising and recalling

Where is it?	Describe what happens when?
What is?	How would you define?
When did it happen?	How would you recognise?
How is?	Which one?
Why did?	Explain what is meant by?

More complex questions

Identify the pros and cons of	What do you think about?
What would be the result of?	Which is the most important factor?
What explanation can you give for	What could you suggest about?
What is the problem with?	What would happen if?
What can you point out about?	What is the most important reason why

Contents Page

Book Pride

1	2
• **No** dates and titles are underlined • Work is **very untidy** • Extended writing tasks are **incomplete** • **SPaG** errors being repeated Show more **PRIDE** in your learning. Be proud to learn and be proud of your work.	• **Some** dates and titles are underlined • Work is **untidy** • Extended writing tasks are **short** • **SPaG** errors being repeated
3	**4**
• **Most** dates and titles are underlined • Work is **usually** neat and well presented • Extended writing tasks are **good** • **SPaG** is usually correct	• **All** dates and titles are underlined • Work is **exceptionally** neat and well presented • Extended writing tasks are **outstanding** • **SPaG** is consistently correct You are **RESILIENT**. You always show **PRIDE** in your work.

Combined Science Knowledge Organiser Year 9 Half Term 1

Biology		Chemistry		Physics	
Keyword	**Definition**	**Keyword**	**Definition**	**Keyword**	**Definition**
Subcellular Structures	Structures found inside cells. These include structures like the nucleus, vacuoles, ribosomes and mitochondria.	Atom	An atom is the smallest part of an element that can exist.	Solid	A state of matter where particles are fixed in a regular pattern, touching the ones around them. They can vibrate.
Mitochondria	A subcellular structure used for releasing energy from glucose by aerobic respiration.	Plum Pudding Model	This model suggested that the atom is a ball of positive charge with negative electrons embedded in it.	Liquid	A state of matter where particles are free to move around each other. They are all touching. They are arranged randomly.
Chloroplast	A subcellular structure containing chlorophyll. They are the site of photosynthesis.	Nuclear Model	The mass of an atom is concentrated in the nucleus which is positive. Electrons orbit the nucleus on shells.	Gas	A state of matter where particles have spaces in between them. They move quickly in random directions.
Plasmid DNA	Small rings of extra DNA in bacterial cells.	Compound	This contains two or more elements chemically bonded.	Boiling	A state change where liquids become a gas.
Magnification	Length of the Image divided by the actual length. We must not say 'Zoom'	Mixture	Two or more elements or compounds not chemically bonded.	Density	The mass contained within a fixed volume of a substance. To calculate = mass / volume.
Micrometre	A unit of length. There are 1000 of these in 1 millimetre.	Element	These are made up of one type of atom.	Sublimation	A state change where solids become a gas.
Eukaryotic Cell	Cells that have a cell membrane, cytoplasm and genetic material enclosed in a nucleus.	Periodic Table	The elements in this are arranged in order of atomic (proton) number and so that elements with similar properties are in columns, known as groups.	Internal Energy	Energy is stored inside a system by the particles that make up the system internal energy is the total kinetic energy and potential energy of all the particles.
Focusing Wheel	A part of a microscope used for making the image appear more clearly	Subatomic Particle	Protons (positive), neutrons (neutral) and electrons (negative).	Deposition	A state change where a gas becomes a solid.
Prokaryotic Cell	Cells that have a cytoplasm and a cell membrane surrounded by a cell wall. The genetic material is not enclosed in a nucleus.	Nucleus	Positively charged structure at the centre of the atom made up of protons and neutrons.	Gas Pressure	A force exerted over an area.This is the total force exerted on the surfaces of a container by the particles colliding with it.
Objective Lens	A part of the microscope used for changing the magnification.	Properties	Physical and chemical characteristics of elements and compounds.	Condensation	A state change where gases become a liquid.

Most Important Fact		
Plant cells differ from animal cells by having chloroplasts, a permanent vacuole and a cell wall. Both plant and animal cells are eukaryotic. Bacterial cells are prokaryotic and do not contain a nucleus.	The elements on the periodic table are arranged in groups based on their properties. Mendeleev left gaps for elements that had not yet been discovered. He was able to predict the properties of these elements based on the properties of the elements in the same group.	All particles have kinetic energy. The amount of kinetic energy increases as you increase the temperature. When the particles have enough kinetic energy they can change state. Solids become liquids which then become gases. The temperature remains constant during a change of state.

Y9 FRENCH K.O - TERM 1.1
QUI SUIS-JE? (WHO AM I?)

La famille	Family members		
les parents	*parents*	la demi-sœur	*half-sister, stepsister*
le père	*father*	le beau-frère	*brother-in-law*
la mère	*mother*	la belle-sœur	*sister-in-law*
le beau-père	*stepfather/father-in-law*	les grands-parents	*grandparents*
la belle-mère	*stepmother/mother-in-law*	le grand-père	*grandfather*
le mari	*husband*	la grand-mère	*grandmother*
la femme	*wife*	les petits-enfants	*grandchildren*
les enfants	*children*	le petit-fils	*grandson*
le fils	*son*	la petite-fille	*granddaughter*
la fille	*daughter*	l'oncle (m)	*uncle*
le frère	*brother*	la tante	*aunt*
la sœur	*sister*	le cousin/la cousine	*cousin*
le demi-frère	*half-brother, stepbrother*		

Les adjectifs de personnalité	Personality adjectives		
Il/Elle est …	*He/She is …*	impatient(e)	*impatient*
agaçant(e)	*annoying*	impoli(e)	*impolite*
arrogant(e)	*arrogant*	indépendant(e)	*independent*
amusant(e)	*amusing, funny*	intelligent(e)	*intelligent*
bavard(e)	*talkative, chatty*	marrant(e)	*funny*
charmant(e)	*charming*	méchant(e)	*nasty/mean*
content(e)	*happy*	têtu(e)	*stubborn, pig-headed*
fort(e)	*strong*		

Les amis	Friends		
l'ami (m)/le copain	*(male) friend*	Avec mon petit ami, j'écoute de la musique.	*I listen to music with my boyfriend.*
l'amie (f)/la copine	*(female) friend*		
le petit ami/le petit copain	*boyfriend*	Je passe chez ma petite copine.	*I go to my girlfriend's house.*
la petite amie/la petite copine	*girlfriend*	On rigole bien ensemble.	*We have a good laugh together.*
Je retrouve mes amis au parc.	*I meet up with my friends in the park.*	On regarde un film ou des clips vidéo.	*We watch a film or music videos.*
Je traîne en ville avec mes copines.	*I hang out in town with my (female) friends.*	On joue au foot ou au basket ensemble.	*We play football or basketball together.*
Je tchatte en ligne avec ma meilleure copine.	*I chat online with my best (female) friend.*	On discute de tout.	*We talk about everything.*
		On mange ensemble au fast-food.	*We eat together at a fast-food restaurant.*

L'amitié	Friendship		
Je pense que …	*I think that …*	patient(e)	*patient*
Pour moi, …	*For me …*	sensible	*sensitive*
À mon avis, …	*In my opinion …*	sympa	*nice*
Un(e) bon(ne) ami(e) est …	*A good friend is …*	Un(e) bon(ne) ami(e) …	*A good friend …*
compréhensif/-ive	*understanding*	écoute mes problèmes/ mes secrets	*listens to my problems/secrets*
cool	*cool*		
drôle	*funny*	discute de tout avec moi	*talks about everything with me*
fidèle	*loyal*	aide tout le monde	*helps everyone*
généreux/-euse	*generous*	accepte mes imperfections	*accepts my faults*
gentil(le)	*kind*	respecte mes opinions	*respects my opinions*
honnête	*honest*	a les mêmes centres d'intérêt que moi	*has the same interests as me*
modeste	*modest*		
optimiste	*optimistic*	a le sens de l'humour	*has a sense of humour*

Les rapports en famille	Family relationships		
Je m'entends bien avec …	*I get on well with …*	Il/Elle est/a l'air/semble …	*He/She is/looks/seems …*
Je me dispute avec …	*I argue with …*	dynamique	*lively*
Je me chamaille avec …	*I bicker with …*	égoïste	*selfish*
Je m'amuse avec …	*I have fun with …*	jaloux/-ouse	*jealous*
Je m'occupe de …	*I look after …*	sévère	*strict*
le frère aîné/cadet	*older/younger brother*	timide	*shy*
la sœur aînée/cadette	*older/younger sister*	travailleur/-euse	*hard-working*

Les mots essentiels	High-frequency words		
très	*very*	d'abord	*first of all*
assez	*quite*	puis	*then*
mais	*but*	ensuite	*next*
ou	*or*	après	*afterwards*
où	*where*	plus tard	*later*
hier	*yesterday*	le soir	*in the evening*

KEY GRAMMAR:

Opinions		
C	Français	English
1	J'adore	I love
2	J'aime	I like
3	Je déteste	I hate
4	Á mon avis	In my opinion
5	D'après moi	In my opinion
6	Selon moi	According to me
7	Pour moi	For me
8	Je pense que	I think that
9	Je crois que	I believe that
10	Je trouve que	I find that

Past tense verbs		
E	Français	English
1	J'étais	I was
2	J'avais	I had
3	Il y avait	There was
4	C'était	It was
5	J'habitais	I used to live
6	J'allais	I used to go
7	Je me suis disputé(e) avec…	I argued with…
8	Je me suis fâché (e) avec…	I got angry with…
9	Je me suis chamaillé(e) avec…	I squabbled with…

Adjectives – Personality description		
D	Français	English
1	Drôle	Funny
2	Amusant (e)	Fun
3	Bavard (e)	Chatty
4	Poli (e)	Polite
5	Sympa	Nice
6	Gentil (le)	Kind
7	Paresseux / euse	Lazy
8	Méchant (e)	Nasty/mean
9	Agaçant (e)	Annoying
10	Égoïste	Selfish

Present tense verbs		
F	Français	English
1	Je suis	I am
2	J'ai	I have
3	Il y a	There is
4	C'est	It is
5	Je vais	I go
6	Je m'entends bien avec..	I get on well with…
7	Je me dispute avec..	I argue with..
8	Je me fâche avec…	I get angry with…
9	Je me chamaille avec..	I squabble with…
10	Je me confie à…	I confide in…

Future tense verbs		
G	Français	English
1	Je serai	I will be
2	Cela sera	I will be
3	Je voudrais	I would like
4	J'aimerais	I would like
5	Cela serait	It would be
6	Je vais aller	I'm going to go

Time phrases		
H	Français	English
1	Normalement	Normally
2	Hier	Yesterday
3	Le weekend dernier	Last weekend
4	Le weekend prochain	Next weekend
5	À l'avenir	In the future

Connectives		
I	Français	English
1	En plus	In addition
2	Aussi	Also
3	Mais	But
4	Cependant	However
5	Par contre	However

Year 9 Term 2 Geography: Urban change in the UK				
Session	**Keywords**	**Knowledge**	**Geographical concepts**	
Week 1 Economic sectors	**Raw materials:** basic materials (eg wood) which can be used to make something else. **Manufacturing:** the making of a product from raw materials.	**There are 4 economic sectors.** **Primary:** extracting raw materials (e.g. Fishing, farming) **Secondary:** manufacturing (making products) (e.g. DFS warehouse) **Tertiary:** Providing a service (e.g. Teacher, Doctor) **Quaternary:** Technology and research (e.g. University Lecturer)	The types of jobs that people do in the UK has changed over time. Before about 1760, most people in the UK were employed in the Primary sector The industrial revolution took places between 1760 and 1840. It was in this time that manufacturing took off and many people were employed in the secondary industry. In recent decades, manufacturing has declined and the tertiary industry has become the main sector of employment. From 1970, the quaternary sector emerged and is becoming an increasingly important source of employment.	
Week 2 Industrial revolution and post industrial economy	**Industrial revolution:** **Post industrial economy:** Economy which has moved from secondary industries to tertiary and quaternary	The **Industrial Revolution** happened when there was a large and rapid change in the way things were made. This meant that instead of things being hand made in small workshops, they were made in large quantities by machines in factories.	Causes of the industrial revolution • Steam power was developed by Thomas Newcomen and then adapted by James Watt. Steam power was much faster than water power and it didn't depend on the weather. This meant factories could be built anywhere not just near rivers. • Steam powered factories started to spring up everywhere. This allowed factories to spring up in Birmingham , Sheffield, Manchester as well as London. The steam engine helped England to become mechanised • Between 1760 and 1830 three thousand miles of canals had been built. • George Stephenson worked out how to put a steam engine in a moveable unit. • The first railways was from Stockton to Darlington. There was then a massive rush to build railways. This created jobs and made it possible to move goods quickly around the country.	
Week 3 TNC's and clone towns	**Transnational corporations (TNCS):** Large businesses which operate in more than one country **Clone Towns:** a high street or shopping centre is significantly dominated by chain stores and very little independent shops	TNCs or multinational corporations (MNCs) are companies that operate in more than one country. They often have factories in countries that are not as economically developed because **labour** is cheaper. Offices and headquarters tend to be located in the more developed world. Unilever, McDonalds and Apple are all examples of TNCs.	Advantages of TNCs locating in a country: • creation of jobs • stable income and more reliable than farming • improved education and skills • **investment** in **infrastructure**, eg new roads - helps locals as well as the TNC • help to **exploit** natural resources • a better developed economic base for the country	Disadvantages of TNCs locating in a country: • fewer workers employed, considering the scale of investment • poorer working conditions • damage to the environment by ignoring local laws • profits going to companies overseas rather than locals • little reinvestment in the local area • factories are often **footloose** and jobs insecure. If labour costs increase, the company may move elsewhere • natural resources being over-exploited

Year 9 Term 2 Geography: Urban change in the UK			
Session	**Keywords**	**Knowledge**	**Geographical concepts**
Week 4: Suburbanisation and counter urbanisation	**Suburbanisation:** the movement of people from the cities to the suburbs (areas just outside the city) **Counter urbanisation:** Movement of people from the city back into the countryside.	In the late 20th century, many people moved out of certain areas within HIC cities in search of more space and a better quality of life. This led to an increase in the number of people living in the suburbs or in rural areas.	When people move to the edge of towns or cities, known as the suburbs, this is called **suburbanisation**. The benefits of the nearby city or town can be enjoyed, without living in its centre. However, some people leave the city completely. This is called **counter-urbanisation**. This has become more popular with the ability to work from home, sometimes known as remote working
Week 5 Dereliction and regeneration of Drakes Circus	**Dereliction:** empty areas which are abandoned or currently have no use **Regeneration:** The improvement and upgrading of existing areas	Dereliction can happen for several reasons. • Decay of a buildings due to increasing costs to maintain them • People moving to the suburbs • Changes in the urban economy, less manufacturing so factories are abandoned.	Central areas of cities still remain very popular places to live for many reasons: good transport links, eg buses and train services / close to shops / good choice of cafes, pubs and restaurants / a variety of entertainment, eg cinema, parks and theatres / close-knit communities / more job opportunities / good schools, colleges and universities
Week 6 Sustainable urban living - Transport in the UK - Challenges	**Sustainable:** Meeting the needs of the present without compromising the ability of future generations to meet their own needs	Cities face serious challenges; Where will the growing population live? Where will all the food and water needed come from? What happens to air quality if everyone uses cars? Can the waste disposal system cope with so many people? The answer to the problems is for cities to become sustainable. If something is sustainable, it is long-lasting.	Many people are working towards trying to make cities more **sustainable**. A sustainable city offers a good quality of life to current residents but doesn't reduce the opportunities for future residents to enjoy. We think about three different ways to be sustainable - environmentally, economically and socially.
Week 7 Sustainable urban living - Transport in the UK - Solutions	**Public transport::** Forms of transport that people pay to use. They usually carry many people at once. **Congestion charge:** A fee that must be paid to drive in some areas of some cities, to reduce the number of cars there.	**Key features of a sustainable city** • Services in the city are accessible to all. • Public transport is prioritised above cars. • Walking and cycling is safe. • Areas of open space are safe and accessible • Renewable resources are widely used • Waste is seen as a resource and is recycled • There is access to affordable housing. • Community links are strong • Inward investment is made to the CBD	A city can plan to make transport more sustainable. • Discouraging the use of private transport. In London this is achieved by a **congestion charge** for vehicles driving through certain areas. • Investing in public transport • Encouraging the use of bicycles. Bristol was the UK's first cycling city. It encourages the use of bikes by having bike festivals and investing in cycle lanes • Promoting car sharing schemes for areas poorly served by public transport.

Cycle 1 -History Year 9 Knowledge Organiser: Medicine through Time.			
Week & Lesson-	**Keywords**	**Key Knowledge**	**Key dates-**
Week 1 L 1.The Ancient world- The classical Civilisations- Ancient Greece and Rome. L2& 3- Claudius Galen of Pergamon.	Primary source- Information about the past that was present at the time. Asclepius- The Greek god of Medicine. Hippocrates- Father of modern medicine because he used reason instead of superstition to diagnose disease. Aristotle- Greek philosopher - The start of logic, mathematics and reason. Galen- Greco-Roman Physician who furthered medical knowledge. Theory of the 4 humours- Blood, yellow bile, black bile,& Phlegm. (Hippocrates). Theory of Opposites- Using an opposite humour to balance out a diseased humour. (Galen).	The Greeks developed the use of **reason & logic** in discussion, and Aristotle used these ideas to advance Greek understanding of mathematics, Most importantly of all, after 600 BC, more and more Greeks began to ask questions about the world they lived in. **Why did things happen?** Increasingly Greek philosophers found **rational** (logical/ natural) reasons for things. Anaximander (6th century BC) suggested that all matter was made up of 'elements' (earth, water, air and fire). Pretty soon, Greek doctors were suggesting that illness, too, had a **natural cause** and if a natural cause, therefore a natural cure. The Greeks still believed in their **gods**, but the influence that they ascribed to these gods - i.e. the area of the unknown - grew smaller as they acquired scientific knowledge. The most famous Greek doctor was Hippocrates of Kos. He wrote: **Sickness is not sent by the gods or taken away by them. It has a natural basis. If we can find the cause, we can find the cure.** Hippocrates is often called the '**Father of Modern Medicine.**' He made several key contributions to the development of medicine: Born in the year 129 - 2nd Century AD- Young Greek man becomes personal physician to the Gladiators of Pergamum. At the age of 30 he moves to Rome. Where he becomes the personal doctor to Roman Emperor Marcus Aurelius. (Stoic). Galen - Most celebrated doctor in the entire Roman Empire. One of the most prolific authors of the ancient world. Polymath who wrote not just about medicine, but philosophy & Language. More of his works survive that any other writer in ancient Greek. Pioneer of anatomy and the first to identify many of the structure of the human body. Wrote about drugs, physiology and various types of therapeutic methods. His teachings dominated medical thinking both in the Arab world and in Europe until the renaissance.	400 BC Hippocrates – founder of the Four Humours theory. 48 BC - Library at Alexandria burns down. 384 CE - Christianity established as the religion of Roman Empire through Emperor Constantine. 162 CE Galen extends the 4 humours and adds work on the brain. 48 BC - Library at Alexandria burns down. 5th Century CE- Saint Augustine arrives in England. 12rh Century- First Crusades to the Holy land. 1348- First outbreak of the Black Death (Plague) in England.

Cycle 1 -History Year 9 Knowledge Organiser: Medicine through Time.			
Week & Lesson-	**Keywords**	**Key Knowledge**	**Key dates-**
Week 2- Approaches to treatment & prevention. Lesson 1-Religious and supernatural reasons. Lesson 2- Medieval Medics & Caring in the home. Lesson 3 - Medieval hospitals and pilgrimage.	**Famine- Food shortages, due to bad harvests.** **Tithe- A sum of money given to the Church by individuals each month.** **Manuscript- A book of text written by hand before the invention of printing.** **Infecting- Giving somebody a disease.** **Mazzaroth- Biblical name for the planets and 12 constellations.** **Malnutrition- Illnesses caused by lack of food.** **Contagious- A disease which can be caught through contact with an infected person.** **Supernatural - something that cannot be explained by science or nature.** **Physician- Someone who practices medicine and was trained in various practices. Diagnosis, etc.** **Symptoms- Sign of an illness.** **Soul- The spiritual part of a person.**	Much knowledge from the Roman Empire had been lost during the Dark Ages (c.410-1066). • ·Most people at this time worked in agriculture and few could read. · • Catholicism was the religion of England and the Church had a major influence over everyday life. • Everyone attended church regularly and paid a tithe (like a tax) to the Church. • There was little scientific thought or curiosity - instead people looked to the works of Classical thinkers Hippocrates (Ancient Greece) and Galen (Ancient Rome). ***Religious Explanations*** Because there was no formal education, ordinary people learnt from the Church. The Church taught that disease was a punishment from God for those who had committed a sin, or a test of faith from the Devil. Because people were taught that God controlled every aspect of the world, it was easy to believe that he sent illness too. ***· Astrology*** People believed that astrology (the alignment of the stars and planets) also had an influence on disease. During diagnosis, physicians would consider star charts, when a patient was born, and when they fell ill. The Church traditionally disliked the use of astrology, but began to accept it more after the Black Death, when it had been very popular. Because God was believed to control everything – including the planets and stars – it might be argued that the influence of astrology was, by extension, the influence of God. ***· Miasma*** A miasma (plural: miasmata) was bad air that was believed to be filled with harmful fumes. Both Hippocrates and Galen had written about miasmata, which they said came from swamps, corpses and other rotting matter. ***· The Four Humours*** The theory of the Four Humours said that the body was made up of four elements ('humours') – blood, phlegm, black bile and yellow bile – which must be balanced in the body. It was believed that illness was caused by these humours being out of balance. The humours were linked to the seasons (e.g. winter = wet and cold = too much phlegm) and personality traits (e.g. hot-tempered = too much yellow bile). Each humour was also associated with a star sign. The Theory of the Four Humours was created by Ancient Greek physician Hippocrates, and developed by Ancient Rome physician Galen. Galen added to it with the Theory of Opposites, which suggested that the humours could be rebalanced by applying the opposite. For example, someone with too much phlegm (cold) could eat something hot, like a pepper. Regimen Sanitatis- The *Regimen Sanitatis* (Regimen of Health), written in verse, is believed to have been written by the Professors of the School of Salerno, Italy around the 12th Century (some believe as early as 1050) as a guide to maintaining Health for the common people.	1085: The Domesday Book is completed. 1095: The First Crusade is decreed. 1170: Thomas Becket is murdered. 1215: Magna Carta is signed by King John. 1348- Black death arrives on the South coast of England. 1381: The Peasants' Revolt. 1440- Johannes Gutenberg invents the printing press.

Cycle 1 -History Year 9 Knowledge Organiser: Medicine through Time.			
Week & Lesson-	**Keywords**	**Key Knowledge-** Approaches to treatment-	**Key dates-**
Week 4 Lesson 1, 2& 3-	**Anatomy- Knowledge of the body and how it works.** **Incense- Sweet smelling herbs and resins.** **Dissection- Cutting open a dead body to study it.** **Barber surgeon.-Barbers worked with sharp knives and as well as giving haircuts, they also carried out medical treatment.** **Continuity- Things stay the same.** **Diagnosis- Physicians suggest what illness teh patient is suffering from.** **Physician- someone who practices medicine.**	1.**Religious Treatments** People often turned to religion to help treat disease, since God was believed to be one of the key causes of illness. Common religious treatments included prayer, fasting, paying for a special Mass (a Catholic church service) and pilgrimages. It was believed that doing these things would remove sin and show faith to God, so that he would remove your illness. 2. **Supernatural Treatments** Using charms and amulets and chanting incantations (spells or charms) was believed to ward off diseases and heal symptoms. Astrology also played a part in treatment. Physicians would look at star charts and horoscopes during diagnosis, and different operations could only be carried out at certain times, depending on the position of the stars. **3. Humoural Treatments** Many treatments involved trying to restore the balance of the Four Humours. · **Blood-letting (phlebotomy):** Methods including cupping, leeches and cutting a vein. · **Purging:** Patients were given emetics (to make them vomit) or laxatives (to empty the bowels). Apothecaries sometimes also gave poisons to purge the body · **Theory of Opposites:** The 'opposite' would be applied to an excess humour. · **Urine** was examined to check the balance of the humours. A physician would check the colour, smell and even taste. · **Remedies** Herbal remedies to drink, sniff or bathe in were often used. Common ingredients included aloe vera, mint and saffron. A theriaca was a common spice-based mixture containing many ingredients, and used for many different illnesses. **Bathing** was advised to draw in heat and help clear blockages in the humours. Plants and herbs were often added to the water. · **Hospitals** The number of hospitals increased during the Middle Ages. Many were owned and run by the Church in monasteries. Others were funded by endowment, where a wealthy person had left money in their will for the setting up of a hospital. **Most hospitals concentrated on hospitality** – caring for ill people – rather than treating and curing them. They were generally clean and were good places to rest and recover, but did not employ physicians or surgeons. Infectious or terminal patients were often rejected, since there was nothing that could be done for these people. · **Home** The majority of people would have been treated at home. Women would be responsible for caring for relatives. This involved making them comfortable, feeding them and mixing herbal remedies. They often grew ingredients themselves. **Medics** Medical advice cost a lot of money, but it was available for those who could afford it. There were three types of medic: **Physicians** were trained at university and learned the works of Galen. Their job was to diagnose illness and recommend a treatment, but they didn't treat the patient themselves. They were very expensive. · **Barber surgeons** carried out small operations such as bloodletting. Their knowledge was based on experience, not what they'd read in books. **Apothecaries mixed herbal remedies**. They were disliked by physicians because they were cheaper, and because they sometimes gave poison, which went against the Hippocratic Oath.	1348- Black death arrives in England. 1440- Printing press invented. 1536- Dissolution of the monasteries. 1660- Royal Society created.

Cycle 1 -History Year 9 Knowledge Organiser: Medicine through Time.			
Week & Lesson-	**Keywords**	**Key Knowledge**	**Key dates-**
Week 3 Lesson 1-The history and role of the Church in Medieval England. Lesson 2- JOhannes Gutenberg and the printing press. Lesson 3- The 1348 outbreak of the Black death	Pilgrimage- A journey to n important religious place. Heavenp- the place where teh good a bdelived to go after death. Enema- When liquids are put into a person's bottom to flush the contents. Emetic- Medicine that makes you throw up, normal made from bitter herbs Like mugwort. Phlebotomy- The skill of opening a vein to let blood out. Laxative- A medicine that encourages the body to get rid of poo. Dysentery- Very severe diarrhoea. Flagellants- a medieval religious group, whipped themselves while praying for forgiveness.	There are 3 key reasons why ancient thinking was so popular during the Medieval period: 1.**The influence of the Church** Galen's ideas were promoted by the Church because he believed in the soul, which fitted in with their beliefs. Since the Church controlled all books and education, their texts about Galen were the only ones widely taught. **2.The importance of book learning** Most people could not read, so a good physician was considered to be someone who was widely read, not someone who had lots of hands-on experience. A physician who was not well-read on Hippocrates and Galen would have struggled to find work. 3. **The lack of alternatives** There was little scientific evidence to support any other theories. Dissections were mostly illegal, because the Church said that bodies must remain whole for the soul to go to heaven. This meant that people couldn't experiment and see the workings of the body for themselves. Dissections of criminals were occasionally allowed. If anything was found which disagreed with Galen's book, it could simply be explained away because the body was that of an imperfect criminal. **4.Johannes Gutenberg-** The printing press was invented in 1440, allowing scientific knowledge to be spread faster and more easily, but it wouldn't have a large impact until the Renaissance period. **5. - The black Death of 1348-49-** The Black Death originated in China and Central Asia and was transmitted to Europe in 1347 when a Eurasian army attacked a trading port in Crimea. The army catapulted plague-infested corpses into the town to spread the infection. From this trading port, ships carried the disease westward to Mediterranean ports, and from there the disease quickly spread inland. The pandemic was called the Black Death because of the black spots that developed on the skin of many victims. Living conditions in medieval towns and overcrowding in housing encouraged the spread of disease. Poor sanitation in cities created breeding grounds for rats that carried the disease. Death rates from the Black Death varied from place to place. The disease spread more quickly in populated towns than in the countryside. Monasteries were devastated by the disease, which passed quickly through the community since monks lived in close contact with one another. They also had many visitors passing through, allowing for more chances of it entering the community. Those with money and power and the means to leave the areas affected were not immune from the plague. For instance, King Alfonso XI of Castile and Joan, the daughter of English king Edward III, died from the disease. Some people thought the disease was a manifestation of God's revenge.	1628- William Harvey published his book on the circulation of the blood. 1676- Thomas Sydenham publishes - Observationes Medicae. 1665- The great plague strikes again in London.

Cycle 1 -History Year 9 Knowledge Organiser: Medicine through Time.			
Week & Lesson-	**Keywords**	**Key Knowledge-** Approaches to treatment-	**Key dates-**
Week 5-L.G. New ideas- The renaissance- Humanism, Machiavelli and the rise of reason. 2. The Royal Society & New ideas. 3. The role of the Church.	**Renaissance- The rebirth of Knowledge & reason over superstition and faith.** Secular; Non religious. Working Class; The segment of society that performs manual tasks. Economic migration; Moving in pursuit of better job opportunities. Humanist; A method of learning based on reason. Animalcules. First observations of tiny animals under a microscope made by Antonie Von Leeuwenhoek.	The renaissance period in European history, from the 14th to the 17th century, regarded as the **Cultural bridge** between the Middle Ages and **modern history**. It started as a cultural movement in Italy in the Medieval period and later spread to the rest of Europe, marking the beginning of the Modern age. Key ideas- Humanism- Humanism was not a philosophy but a **method of learning**. Different from the medieval scholastic mode, which focused on resolving contradictions between authors, humanists would study ancient texts in the original and review them through a **combination of reasoning and empirical evidence.** Humanist education was based on the programme of '**Studia Humanitatis**', the study of five humanities: **poetry, grammar, history, moral philosophy and rhetoric.** Machiavelli- Published a book called, 'the Prince' in which **new ideas around a system of government** were put forward. Pico della Mirandola was **one of the first to resurrect the humanism of ancient Greek philosophy**. He also believed that every religion shares some elements of truth, and set out to create a synthesis of several great religions and major philosophies including those of Plato and Aristotle. Society became more **secular**. This meant that people were more willing to look for scientific explanations for things, rather than religious or supernatural ones. During this period the **Reformation** took place in England – Henry VIII broke from the Catholic Church and **closed the monasteries**. This led to a decline in the power of the Church. **Medicine- Religious Explanations-** Most people now recognised that God did not send disease, although in desperate times of epidemics (such as the Great Plague 1665) they still turned to religious explanations. Astrology- Though not as popular as before, people still believed that astrology influenced disease. Some blamed the 1665 plague on unusual planet alignments that had occurred in October and November 1664. Miasma- Most people still believed that miasmata caused disease. A miasma could be caused by rotting food, decaying corpses, excrement or any other smelly, dirty place. · The Four Humours although many top physicians were now challenging Galen's ideas, most ordinary people continued to believe that illness was caused by an imbalance of humours. Therefore, most physicians also stuck to the Four Humours theory, even if they were beginning to doubt it. Patients were paying physicians to treat them, not experiment. New ideas about medicine could be spread more quickly due to the invention of the printing press. The **Royal Society** was an influential group of scientists formed in **1660**. Its members shared experiments and promoted scientific ideas. The Society published a journal called ***Philosophical Transactions***, which featured information and experiments from European scientists. Members were encouraged to write their reports in English rather than Latin, to make them more **accessib**le to everyone. People were especially willing to take notice of the Royal Society because it was given a Royal Charter by Charles II in 1662. This showed that the king supported the group.	1450 - Gutenberg invents the printing press. 1512- Machiavelli writes the prince. 1476- The age of exploration- The new World is discovered. 1514- Andreas Versalius- 1624- Thomas Sydenham- 1578- William harvey.

Cycle 1 -History Year 9 Knowledge Organiser: Medicine through Time.			
Week & Lesson-	**Keywords**	**Key Knowledge-** Approaches to treatment-	**Key dates-**
Week 6 Lesson 1,2,& 3- 1.Who Andreas versalius? 2.Who was Thomas Sydenham? 3.Who was William Harvey?	**Alchemy- The process of changing one substance into another, such as ordinary metal into gold.** **Apothecary- Medieval dispensary of herbal medicines.** **Hospitality- Welcoming someone into the home or monastery and giving the food and shelter.** **Theriac/a- Ancient herbal mixture of many imngredients.**	**William Harvey** discovered the circulation of the blood, and published An Anatomical Account of the Motion of the Heart and Blood in 1628. He said that the heart acted as a pump, pumping blood around the body in a one-way system. This disproved Galen's theory that blood was constantly being made in the liver and burned up by the body. Harvey's discovery was helped by several factors: · Individuals: Harvey's own abilities as a doctor and anatomist. · Government: Harvey was employed by Charles I, which gave him credibility. · Technology: He was inspired by modern inventions like the mechanical water pump. · Scientific breakthroughs: Dissections were more commonplace. · Attitudes in society: There was more interest in science and anatomy. People were looking for rational explanations for things. Unfortunately, Harvey's discovery had a limited impact on medicine at the time. Though his theory was correct, it offered no practical use in the treatment of disease, so many people ignored or criticised it. **Thomas Sydenham-** Thomas Sydenham stressed the importance of **bedside practice and observation**. Sydenham was a very religious man. **His studies at Oxford were cut short by the Civil War (1642-43).** **Sydenham valued methodical observation and practical experience of medicine** over a search for causes. He developed the concept of '**species' of disease** to improve medical diagnosis by **describing and classifying** different illnesses. Sydenham's classification of diseases was incorporated into learned medicine. Lastly her was known for introducing Quinine from the new world to treat Malaria. **Andrea Versalius-** Andreas Vesalius was a 16th-century anatomist, physician, and author of one of the most influential books on human anatomy, On the fabric of the Human body. Vesalius is often referred to as the founder of modern human anatomy. In 1537 Versalius publishes Six anatomical tables. In 1539 he also published his Venesection Epistle on bloodletting. This was a popular treatment for almost any illness, but there was some debate about where to take the blood from. The classical Greek procedure, advocated by Galen, was to collect blood from a site near the location of the illness. Versalius agreed with Galen but with some disagreements. The *Fabrica* emphasized the priority of dissection and what has come to be called the "anatomical" view of the body, seeing human internal functioning as a result of an essentially corporeal structure filled with organs arranged in three-dimensional space. His book contains drawings of several organs on two leaves. This allows for the creation of three-dimensional diagrams by cutting out the organs and pasting them on flayed figures. This was in stark contrast to many of the anatomical models used previously, which had strong elements of Galen's teachings, as well as elements of astrology.	1537- Versalius publishes Six anatomical tables. 1543- Publish the groundbreaking book- The fabric of the human body.

Medieval Medicine
13C – 15 C / 1250 – 1450

Continuity
Supernatural beliefs were the main belief associated with disease – mainly God sent it as a punishment!

Church: everyone was Christian the church stopped the spread of new ideas and followed Glens teachings. Churches were like hospitals where they would care for you but NOT cure you!

4 Humours: Hippocrates (long dead) Black bile / Yellow bile, phlegm, blood. Galen theory fo opposites to treat.

Flagellants: people whipped themselves to prevent illness. Though they did set up schools for doctors to le rved ideas.

Society: Mostly peasants working on the land, no electricity, toilets – average life expectancy was 30!

Dissections: Church didn't allow dissection, this massively held back medical progress and understanding of the human body.

Miasma: Believed illness was caused by bad smells of course England was filthy at the time!.

Barber surgeons: Would perform simple operations and give you a hair cut!

Wise women: Go to these if you are poor for your 'herbal' remedies such as worm stew!

Black Death: 1348-52. Killed 33% of Europe and spread as fast as 5 miles a day!
Causes: God deserting mankind, unusual alignment of the planets, miasma, Jews.
Treatments: confess your sins, bleeding and purging (but it didn't work), strong smelling herbs, boil vinegar, lance boils
Little to no change!

Renaissance Medicine
15C-18C / 1450-1800

Continuity
There were still supernatural beliefs about disease but this was so much less than in the middle ages!

Surgery: BLEEDING / PAIN/ INFECTION were the main problems that needed to be solved. Still a lack of knowledge as understanding of the human body was still little.

Cures: Little progress or change. A lot of fake doctors and herbal remedies still! Some still believed God could cure – especially when plague struck!

Change
DISSECTIONS NOW ALLOWED. Arties such as Da Vinci were employed to draw the human form for medical books.

Humanism: The love of learning – the Church had lot a lot of it's power! Universities were being set up!

Printing Press: Knowledge could now spread further and more rapidly people didn't have to hand write books & more people could now read! **(1440)**

Vesalius: Improved understanding of the body by dissecting humans and disproving Galen. **(1543 – 1ST medical textbook) Fabric of the human body.**

Royal Society: First doctors meeting and sharing ideas. **(1660) Fugitive sheets and diagrams!**

Thomas Sydenham: Observations Medicae (1676) stressed the importance of bedside practice and observation. Heavily involved with royal Society.

William Harvey: Disproved Galen and proved the 'Circulatory system' **(1628 – publish Anatomica)**

Edward Jenner: Discovered worlds 1st vaccinations for Smallpox. A big turning point (Change) in the prevention of disease!**(1796) Microscope invented.**

Plague: 1665! Change: Quarantine, cleaning the streets, more government action, burning of herbs in the street to overpower miasma!

19th Century Medicine
19C – 20C / 1800- 1900

Continuity
Miasma / 4 Humours: Still the main NATURAL believed thoughts towards disease

Edwin Chadwick: (1842) Researched into the working class and poverty!

Slums: Back to back housing – cramped conditions = disease spread quickly!

The Government: The Gov thought they should not be involved in the lives of the poor / ill it was their fault! (1st Public Health Act 1848) UNENFORCED so little change!

Change
Joseph Lister 1865: Lister used Carbolic Acid (worlds 1st antiseptics) to remove microbes in surgery. Eventually led to Aseptic (CLEAN) surgery. Solved problem of infection.

James Simpson 1847: Discovered that chloroform was better than ether to knock patients out. Solve problem of PAIN!

John Snow 1854: Discovered cholera is spread by dirty water, on Broad street. Took handle off pump.

Florence Nightingale 1854: Improved sanitary hospital conditions. Published 'Notes on nursing' 1859.

Louis Pasteur 1861: Discovered germs cause diseases THIS IS THE MOST IMPORTANT DISCOVERY SO FAR!!!!! It disproved everything else believed about disease beforehand.

2nd Public Health Act 1875: Obligatory to clean up towns and cities now so more affective than the 1st.

Robert Koch 1880: Could dye bacteria to prove different germs = different diseases.

1895: X-rays were invented but were dangerous!

Modern Medicine
20C - 21C / 1900 → Present day

Continuity
Until research into DNA still no idea that some illnesses can be passed down through family e.g. heart disease. (Hereditary diseases)

CHANGE:

NHS: In 1948 after WW2 showing the government involvement worked and the *Beveridge report* **(1942)** offered some ideas. Bevan introduced the **NHS** which provided free healthcare for all.

Surgery

Plastic Surgery: During WW1, **Harold Gillies** improved plastic surgery though the 'tube pedestal'. *Archibald Mcindoe* advanced this t during WW2.
Marie Curie invented mobile X-ray machines.

Bleeding in surgery and transfusing were a problem. 1901 *Karl Landsteiner* discovered blood groups. Many more could now be saved! 1917 Battle of Cambrai the 1st blood banks set up.

Cures:
Antibiotics: Paul Ehrlich 'Magic Bullets' salvarsan 606 to target syphelis. Most important discovery was penicillin discovered by Fleming but furthered by Florey & Chain / aided by Gov funding and WW2. .

(1928) Crick and Watson: Together won the 1962 Nobel Prize in Medicine for their discovery of the structure of DNA. This was one of the most significant scientific discoveries of the 20th century. **(1953) proving hereditary illness.**

The Government: aided progress a lot though funding research into the development of Penicillin and though government advertisements promoting healthy lifestyles e.g. No smoking.

Factors that helped progress:

Government.
Technology.
Chemistry.
War.

Knowledge Organiser - Year 9 Modern Britain Christianity Teachings & Beliefs

Week 1 & 2	Key themes/Facts	Key terms/Spellings	Religious point of view
The Nature of God	**Describing** God is very difficult. God is not necessarily a male and God is the supreme being. Christians believe there is only one God and so Christianity is a monothiestic religion.	**Denomination:** A distinct group with Christian faith**.** **Orthodox:** A branch of Christianity mainly practiced in East Europe. **Protestant:** Are called this name because they protested. **Catholic:** Branch of Christianity - based in Rome. **Monotheistic** - believe in one God	There are 3 main branches of Christianity (Catholic, Orthodox and Protestant) now exist side by side and all three are rightly called Chrstianity. All believe that God is universal and God works through history guiding and inspiring people to do God's will for the good of all people. God has no restrictions caused by physicality but exists as a spiritual being that defied description. Christians consider God to be holy, which means something set apart from everything else for a special purpose and worthy of worship.
Qualities of God	**Christians** believe that God has various qualities or attributes. They believe that God is perfect and that these qualities are proof of God's perfection. Some of God's qualities are not possible for humans to achieve but others are and provide examples that Christians should aspire to.	**Omnipotent - a**lmighty, having unlimited power, a quality of God **Benevolent -** all - loving, all good, a quality of God **Justice** - bringing about what is right and fair **Quote to support:** "**Nothing is impossible with God."** ***Luke 1:37*** God is just and so Christians believe that a just God treats all people fairly and incapable of making a wrong judgement.	Christians should live their life loving all without judging and the belief that God will control everything and will look after others. In order to be perfect 'Supreme Being' it is important that God is omnipotent, this means all powerful with unlimited authority - there is nothing God cannot do or achieve. God is also loving, they believe that because God loves humans and God wants the best for them. God encourages Christians to love each other in their daily lives by treating everybody with care and respect.
Week 3	**Key theme/Fact**	**Key terms/Spellings**	**Religious point of view**
The oneness of God and the Trinity	**The Trinity** represents that God can be seen as one in three and three in one, all at the same time. In simple terms, the concept of the Trinity is that there are three 'persons' accept that it is difficult to explain in words but God is all Three!!	**The Trinity -** The belief that there are three persons in one God; the Father;the Son and the Holy Spirit. **Holy Spirit -** the third person of the Trinity **Son of God** - the second presence of the Trinity and a title used for Jesus	**God the Father - t**he first person of the Trinity - the creator of the Earth and all living things on it. God the Son - the second person of the Trinity and became incarnate on earth an in history through Jesus. God the Holy Spirit - the holy spirit is believed to be the unseen power of God at work in the world in the past, present & future. The Trinity is very much like a clover leaf, where it is all connected with 3 separate leaves but it is all one leaf. Very similar to the Trinity - all 3 persons are 1 God!!

Week 4	Key themes/Facts	Key terms/Spellings	Religious point of view
The Creations Story	**No one exactly** knows when the story in Genesis 1 was first written but experts believe it obe around 500 bc. Around 600 years later, in the New Testament of the Bible, John opened his gospel with a passage 'the Word'.	**Creation -** the act by which God brought the universe into being **The Word -** term used at the beginning of John's gospel to refer to God the Son. Christians believe that God created the earth and all living things on the earth. There is religious truth explaining that the process of creation was God's choice and that God designed and caused it to happen.	***"In the beginning was the Word, and the Word was with God, and the Word was God. He was with God in the beginning. Through him all things were made; without him nothing was made that has been made" John 1:1 - 3*** Experts have discussed this extract for many years and specifically the identity of the WORD. Most are now agreed that 'the Word' refers to God the Son who entered history as Jesus. This show that knot only was the Holy Spirit involved in the creation but that the Son was as well - welcome to the Holy Trinity and God being all 3.
The Incarnation and Jesus, the Son of God	**Although many** people question the virgin conception because it is not a natural thing to happen and is unlikely to have happened since, for Christians it is very important . It gives evidence for the belief shared by all Chrisians that Jesus is incarnate.	**Incarnation -** becoming flesh, taking human form. **Resurrection -** rising from the dead. Jesus rising from the dead on Easter day. **Blasphemy -** a religious offence which includes claiming to be God ***Quote: "The Word became flesh and made his dwelling among us"***	**Mary did** not conceive Jesus sexually; May was engaged to Joseph who took Jesus as his son, although he knew he was not the natural father. An angel appears and says that Jesus is no ordinary child and not a normal conception. **The Son of God -** remember 'the Word' being the Son of God. Jesus was God incarnate, in the flesh as a man . The belief that Jesus was God incarnate makes it easier for Christians to explain and accept as truth some of his actions whilst on earth, including miracles and his resurrection (rising from the dead). When Jesus was baptised a voice from heaven said 'You are my Son'
Week 5	**Key theme/Fact**	**Key terms/Spellings**	**Religious point of view**
The Crucifixion	**One of the most** detailed stories from the whole of Jesus's life is the account of how he died. He was sentenced to death by Pontius Pilate, the Roman Governor.	**Crucifixion** - Roman method of execution by which criminals were fixed to a cross. The execution and death of Jesus on Good Friday. Crucifixion was death by asphyxiation. ***The cross is used to symbolise their faith and Jesus died on the cross for our sins.***	**What happened at Jesus' crucifixion?** Jesus was executed on the cross. Nailed to the cross and left to die. **Why do Christians use a cross or crucifix as a symbol to remind them of Jesus?** Even though Christians believe that Jesus was the Son of God, it does not mean that he was in some way spared the pain and horror of his crucifixion. Not only was he also fully human, he also had the same feelings as anybody else.

Knowledge Organiser - Year 9 Modern Britain Christianity Teachings & Beliefs

Week 6	Key themes/Fact	Key Terms/Spellings	Religious point of view
The Resurrection & Ascension **Resurrection & life after death**	**Jesus was** placed in a tomb late on Friday afternoon. When Mary went to anoint the body Jesus was no longer in the tomb. The belief that Jesus rose from the dead is known as the resurrection. The ascension is a matter of faith and interpretation, but God has the special power to come to earth and then leave earth physically and return to heaven. For thousands of years people have believed that death is not the end and that there is new life after death.	**Ascension -** the event, 40 days after the resurrection when Jesus returned to God, the Father in heaven. **Heaven** - a state of eternal happiness in the presence of God. **Resurrection -** rising from the dead. Jesus rising from the dead on Easter day. 	**Explain why the resurrection and ascension are significant events for Christians.** The resurrection is when Jesus arose from the dead. Shows the power of good over evil and life after death. Ascension shows Jesus is with God in heaven. **How likely are these events to have happened? Give reasons.** Resurrection is important as it shows Christians divine nature of Jesus. The world be to Christian faith without resurrection. Ascension shows he returned to God after 40 days and is in heaven. LIfe after Death - If resurrection is a reality for people once they have died, life after death must also be real. Christians believe that by trusting God in their life, that when they die, life after death will remain in the presence of God.
Week 7	**Key themes/Fact**	**Key Terms/Spellings**	**Religious point of view**
The Afterlife and Judgement	The belief of the afterlife is for Christians dependent on a belief in God. The Afterlife either begins upon death or at the Day of Judgement.	**Afterlife -** what Christians believe follows life on earth. **Day of Judgement -** a time when the world will end and every soul will be judged by God.	Christians believe that it is God who decides the fate of those who die. God will take into account the life of the person and the extent to which they have tried to get close to him by following the teachings and example of Jesus. To have a good afterlife you need to follow the teachings of Jesus.
Heaven And Hell	**Among Christians** there are different opinions about who will be with God eternally. Those that believe will go to heaven. A more modern and less literal view which many Christians hold is that heaven is a spiritual existence of peace and happiness in the eternal presence of God.	**Heaven -** a state of eternal happiness in the presence of God **Hell -** the place of eternal suffering or state of being without God **Purgatory -** the intermediate state where souls are cleansed in order to enter heaven **Satan** - name for the Devil - the power and source of evil.	Traditional paintings of heaven show it as beyond the clouds and where God sits on a huge throne surveying the earth with angels flying around. It is seen as a place of peace, joy and freedom from pain and a chance to be with friends and family who are already in heaven. Hell is often seen as the opposite of heaven. Christians understand it to be a state of existence without God. It is often depicted in paintings to be a place of eternal suffering, terror, fire and torture ruled by the devil (satan).

Art, Craft and Design

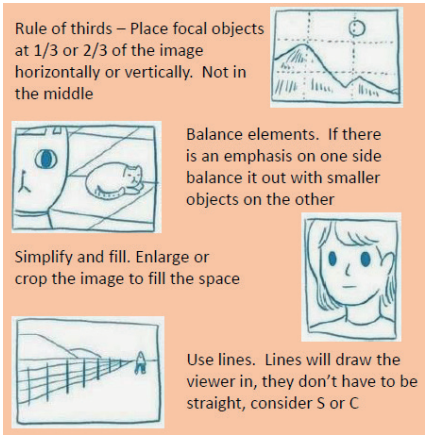
WEEK 1, 5 & 9:
Assessment Objective 3: Reflective Recording - Record ideas, observations and insights relevant to intentions as work progresses.

Methods of Recording		**Colour Theory**
Observational drawing	Drawing from looking at images or objects.	**Primary**: Red, Yellow, Blue **Secondary**: Primary + Primary **Tertiary**: Primary + Secondary **Shades**: Add black **Tints**: Add white
First hand observation	Drawing directly from looking at objects in front of you.	
Second hand observation	Drawing from looking at images of objects.	
Photographs	Using a camera or smartphone to record images will class as first hand observation.	**Complimentary**: Colours opposite on the colour wheel **Harmonious**: Colours next to each other on the wheel **Monochromatic**: Shades, tones and tints of one colour **Hue**: The pigment **Warm**: Red, Orange, Yellow **Cold**: Blue, Green, Purple
Sketches	Basic sketches and doodles can act as a starting point for development.	
Tonal shading	Produce a range of tones by varying the pressure and layering - consider using softer pencils for darker shades.	

Developing your idea as a final piece.

Rough - A basic sketch of a final idea
A Visual/Maquette - A small image or model created in the selected materials
Final Piece - An image or sculpture pulling all preparatory work together

LINE		Horizontal, vertical, diagonal, straight, curved, dotted, broken, thick, thin.
SHAPE		2D/flat, geometric (square, circle) organic (non straight edges)
FORM		3D, geometric (cube, sphere, cone) organice (all other forms such as people, animals, tables, chairs etc.)
COLOUR		Refers to the light, hue, value and intensity of the pigment.
TEXTURE		The feel, appearance, thickness or stickiness of a surface. (smooth, rough, furry, silky, bumpy, shiney)
SPACE		The area around, within, or between images or parts of an image. Relates to perspective and positive and negative space.



WEEK 2, 6 & 10:
Assessment Objective 1: Contextual Understanding - Develop ideas through investigations, demonstrating critical understanding of sources.

TIER 2 Vocabulary and definitions	**TIER 3** Vocabulary and definitions
Versatile - able to adapt or be adapted to many different functions or activities. **Revolution** - a forcible overthrow of a government or social order. **Innovative** - introducing new ideas; original and creative in thinking. **Aesthetic** - the appreciation of beauty. **Analytical - documentary** - research based work **Postpone** - to wait **Recognition** - acknowledgement of something **Societies** - a community of people **Transform** - to change **Reconstruction** - to rebuild **Restoration** - to repair **Decay** - To deconstruct with age **Alludes** - to suggest	**Artistic** - relating to art **Art Movement** - a style in art with a common theme or idea within a certain time period **Graphic Designer** - a creative profession **Photomontage** - a collage with photographs **Photography** - capturing images with a camera **Geometric** - mathematical shapes **Architecture** - the design of buildings **Compositional** - the layout or design of an image **Pop Art** - Art movement aimed to make art more *popular* **Sculpture** - 3D artwork **Hyper realistic** - A painting that looks as real as a photograph

WEEK 3, 7 & 11:
Assessment Objective 1: Contextual Understanding - Develop ideas through investigations, demonstrating critical understanding of sources.

Artists/Designers:

Pop Art
Pop art is an art movement that emerged in the United Kingdom and the United States during the mid- to late-1950s. The movement presented a challenge to traditions of fine art by including imagery from popular and mass culture, such as advertising, comic books and mundane mass-produced objects.

The Pop in Pop Art stands for popular, and that word was at the root of the fine arts movement. The main goal of Pop Art was the representation of the everyday elements of mass culture. As a result, celebrities, cartoons, comic book characters, and bold primary colours all featured prominently in Pop Art.

Claus Oldenburg
Claes Oldenburg (born January 28, 1929) is a Swedish-born American sculptor, best known for his public art installations typically featuring large replicas of everyday objects. Another theme in his work is soft sculpture versions of everyday objects.

The artist's work is described as being fun, striking and playful with scale.

WEEK 4, 8 &12:
Assessment Objective 2: Creative Making - refine work by exploring ideas and experimenting with appropriate media, materials, techniques and processes.

Media	The substance that an artist uses to make art.
Materials	The same as media but can also refer to the basis of the art work eg. canvas, paper, clay.
Techniques	The method used to complete the art work, can be generic such as painting or more focused such as blending.
Processes	The method used to create artwork that usually follows a range of steps rather than just one skill.
Pencil	The basic tool for drawing, can be used for linear work or for shading. Coloured pencils can be layered to blend colours, some are water soluble.
Pen/Biro	Drawings can be completed in pen and shaded using hatching or cross hatching.
Pastel/Chalk	Oil and chalk pastels can be used to blend colours smoothly, chalk pastels give a lighter effect.
Acrylic paint	A thick heavy paint that can be used smoothly or to create texture.
Watercolour	A solid or liquid paint that is to be used watered down and layered.
Pressprint	A polystyrene sheet that can be drawn into, to print the negative image - can be used more than once.
Monoprint	Where ink is transferred onto paper by drawing over a prepared surface. Only one print is produced using pressure in certain areas.
Collograph	A printing plate constructed of collaged materials, producing prints that are based on textures.
Card construction	Sculptures created by building up layers of card or fitting together.
Wire	Thick or thin wire manipulated to create 2D or 3D forms.
Clay	A soft, natural, substance used for sculpting. When fired, it can be glazed to create shiny colourful surfaces. Different techniques included pinching, slab forming, coil building, hand built and wheel thrown.

Year 9 Computing: Sequences of Data

:

Week 1: Programming Recap:

Keywords

Variables - Locations in memory that can be changed.

Assignment - To give a value to an expression.

Selection - Making decisions based on variables and inputs.

Integer - Whole number.

Knowledge

You need a selection structure (if-elif-else) when there are multiple branches and your program needs to select which one of them to follow.

```
days = ["Monday", "Tuesday",
        "Wednesday", "Thursday",
        "Friday", "Saturday",
         "Sunday"]
```

The names for the days of the week can be stored in a list .
A comma-separated list of values (items), in square brackets.
The list items are string literals so they need to be in quotation marks.

A list is a kind of data structure.
Data structures are organised collections of data.
In the case of lists, data is organised in a sequence, with each item having a unique index, denoting its position in the list.

Example Question: What is a list in Python?

Week 2: Programming with lists:

Keywords

Index - This refers to the position of the value within its data structure.

Operations - Processes that need to be completed.

Print() - This will display the value in the bracket onto the screen.

Knowledge

An example of a list with a program that display the position of a certain index:

0	"Mercury"
1	"Venus"
2	"Earth"
3	"Mars"
4	"Jupiter"
5	"Saturn"
6	"Uranus"
7	"Neptune"

```
planets = ["Mercury", "Venus",
           "Earth", "Mars",
           "Jupiter", "Saturn",
           "Uranus", "Neptune"]

position = planets.index("Venus")
print(position)
```

These are some of the operation functions) that can be performed on the value in a list:

list.append(item)	**add item at end of list**
list.insert(index, item)	**add item at index**
list.pop(index)	**remove item at index**
list.remove(item)	**remove item**
list.index(item)	**search for index of item**
list.count(item)	**get occurrences of item**
list.reverse()	**reverse list**
list.sort()	**sort list**

Example Question: What does append mean?

Week 3: While Iteration:

Keywords

Functions - These are prewritten sections of code that will perform specific tasks.

While loops - These are loops that will continue until the boolean condition is met.

Iteration - The process of repeating.

Knowledge

The following example program uses a while loop:

```
print("Let's form a band")          #Displays a message to the screen.
band = []                           #Creates an empty list.
while len(band) < 3:                #While the list has less than 3 items in it
  print("Pick an instrument:")      #Displays a message to the screen.
  instrument = input()              #Allows the user to enter string values.
  band.append(instrument)           #Adds the values that have been typed to the list.
print(band)                         #Displays the contents of the list to the screen.
```

Example Question: What does iteration mean?

Year 9 Computing: Sequences of Data

Week 4: For Iteration:

Keywords

Iteration - The process of repeating a section.

Lists - Data structures that can hold multiple values.

For Loop - Iterates for a pre-set number of loops.

Knowledge

The following example program uses a for loop:

```
rolls = [1, 4, 3, 6]                  #Defines a list with 4 numbers in.
selection = []                        #Creates an empty list.
for dice in rolls:                    #A new variable will get the values of the rolls list.
  if dice > 3:                        #If the dice rolls a value greater than 3.
    selection.append(dice)            #Add the above value onto the selection list.
print(selection)                      #The selection list will be displayed on the screen.
```

Example Question: When does a for loop know when to stop?

Week 5: SUMS:

Keywords

SUM - To add together a selection of values.

Input - Users entering values into a program.

Array - Data structure that contains multiple values all of the same type.

Knowledge

The following example shows how to use a list and add up the numbers in that list:

```
numbers = [2, 4, 8, 16]               #Defines a list filled with numbers.
sum = 1                               #Creates a variable where the value is equal to 1.
number = numbers[0]                   #Array value is placed in a variable.
sum = sum + number                    #Variable SUM is added together with the value of number.
number = numbers[1]                   #Array value is placed in a variable.
sum = sum + number                    #Variable SUM is added together with the value of number.
number = numbers[2]                   #Array value is placed in a variable.
sum = sum + number                    #Variable SUM is added together with the value of number.
number = numbers[3]                   #Array value is placed in a variable.
sum = sum + number                    #Variable SUM is added together with the value of number.
print(sum)                            #Outputs final value of sum.
```

Example Question: What does numbers = [2, 4, 8, 16] mean?

Week 6: Using lists and selection:

Keywords

Selection - Make a decision based on conditions.

Index - Position of values.

For Loop - Iterates for a pre-set number of loops.

Binary - 1s and 0s for computers to understand information/data.

Knowledge

The following example shows how to check to see if values are placed in a list:

```
planets = ["Mercury", "Venus", "Earth",      #Creates a list for each of the planets,
        "Mars", "Jupiter", "Saturn",
        "Uranus", "Neptune"]
index = int(input())                         #Asks the user to enter a numeric value.
planet = planets[index]                      #A value from the array is placed into the variable.
if index < 3:                                #Selection statement for if the index is less than 3.
  print("It's a rocky planet")               #Displays a message to the screen.
elif planet[1] in ['a', 'e']:                #Checks if a value is in the list based on criteria.
  print("The second letter is", planet[1])   #Displays the second later of the second planet.
```

Example Question: What does planet = planets[index] mean?

Physical and Health Education	
Netball	**Rugby**
Week 1&2 or 4&5	**Week 1&2 or 4&5**
Advanced Rules: Sanctions and advantage There are 2 types of sanction in netball: **Free pass** - When a rule is broken that does not directly affect another player e.g. footwork. **A free pass** is set where the umpire indicates, and any player allowed in that area may take the pass. No players are out of play. If a free pass is set within a shooting circle to the attacking team a shot MAY NOT be taken. **Penalty pass**-When a rule is broken that directly affects another player eg contact A **penalty pass** is set where the umpire indicates, and any player allowed in that area may take the pass. The infringing player must stand next to the player taking the penalty and remain out of play until the penalty has been taken. If the penalty is set within a shooting circle to the attacking team then a shot may be attempted. **Advantage** – An umpire will play advantage if they have noticed an infringement has taken place but feel calling for a sanction will disadvantage the attacking team. They will not blow their whistle but will call “advantage plus the infringement”. Play does not stop for an advantage and is only played in that moment against that infringement. **Taking free passes and penalties** You have 3 seconds from setting the free pass/penalty in which to take it. If you decide that another player would be better to take it, you must place the ball back on the floor. Do not walk towards the other player to pass it to them (footwork) or hand it to them (short pass). Any player allowed in that area may take the free pass/penalty. **Over a Third** The ball must be caught or touched by a player in each third of the court. Sanction – Free pass to the opposing team by the transverse line in the third where the ball entered incorrectly **Replayed ball** A player may not replay the ball. Specifically you can't: lose control of the ball and pick it up again if it has not been touched by another player, catch a rebound from a shot on goal if the ball has not touched the post or another player. **Simultaneous contact** If two opposing players contact simultaneously a toss up is taken between the two players concerned.	**Line Out** It is a way of restarting play after the ball has been knocked or kicked out of play past the touch line. The line-out consists of three to eight players from each side, up to 16 in total, and is taken where the ball went out of play.The aim of each player is simply to get their hands on the ball for their team. The most important players are the hooker, the two second rows and scrum-half. They are responsible for getting the ball out to the backs or for the rest of the forwards. The line-out must be formed past the five-metre line and no more than 15m in from the touchline, and both teams must have a one metre gap between them. The hooker is usually the player with the job throwing the ball into a line-out. Their aim is to find the "jumpers", usually the two second rowers. They must stand behind the touch line when they make their throw. The throw must be deadly straight, otherwise the referee will have the line-out taken again, but this time the opposition get the throw in. Other rules: • The ball must be thrown straight • All players not in the line-out must be 10m behind the last man in the line • No player can use a one of the opposition to use as support when they are jumping • No player is allowed to push, charge or hold another player in the line-out • No player can be lifted before the ball is thrown • No jumper can use the outside of their arm to catch or deflect the ball **The maul** The maul is about physical strength and power. The maul is when at least three players from either side are in contact together, challenging the player with the ball, moving towards a goal line**, b**ut what makes the maul different to the ruck is the ball is not on the ground but in hand. Like the ruck, players can only join from behind the last team-mate bound to the maul and every player in the maul must have at least one arm bound to a team-mate, otherwise the referee will award a penalty to the opposing team. • Rugby law states that the maul will end when its momentum is halted for approximately five seconds. • You cannot collapse a maul, instead you must halt its progress. **Kicking** Kicking the ball when it is on the ground is allowed (known as a “fly hack”). Any player is allowed to kick the ball however this is usually designated to specific positions such as scrum half, fly half and full back. Only players who are behind the kicker are able to chase the ball or make contact with the catcher, anybody in front of the kicker is offside. Drop goals are permitted, the ball must first bounce before it is kicked and has to go through the posts to score 3 points. After a try is scored, the scorers attempt to score a goal by taking a kick at goal; this also applies to a penalty try. This kick is a conversion kick: a conversion kick can be a place kick or a drop kick in line where the try was scored. If a penalty try has been awarded, the kick is taken directly between the posts.

Badminton - Week 6

Scoring

- A match consists of the best of three games of 21 points.
- The player/pair winning a rally adds a point to its score.
- At 20-all, the player/pair which first gains a 2-point lead wins that game.
- At 29-all, the side scoring the 30th point wins that game.

Rules

- The player/pair winning a game serves first in the next game.
- A competitive match must be played indoors utilising the official court dimensions.
- A point is scored when the shuttlecock lands inside the opponent's court or if a returned shuttlecock hits the net or lands outside of the court the player will lose the point.
- At the start of the rally, the server and receiver stand in diagonally opposite service courts.
- A legal serve must be hit diagonally over the net and across the court.
- A badminton serve must be hit underarm and below the server's waist height with the racquet shaft pointing downwards, the shuttlecock is not allowed to bounce. After a point is won, the players will move to the opposite serving stations for the next point.
- The rules do not allow second serves.
- During a point a player can return the shuttlecock from inside and outside of the court.
- A player is not able to touch the net with any part of their body or racket.
- A player must not deliberately distract their opponent.
- A player is not able to hit the shuttlecock twice.
- A 'let' may be called by the referee if an unforeseen or accidental issue arises.
- A game must include two rest periods. These are a 90-second rest after the first game and a 5-minute rest after the second game.

Officials

The referee is in overall charge of a badminton tournament or championship(s) of which a match forms part, to uphold the Laws of Badminton and Competition Regulations in the BWF Statutes.

- Individual singles matches require a total of six officials:
  - An umpire who is in charge of the match, the court and its immediate surroundings
  - Four line judges (two for each side of the court positioned at the baseline) who indicate whether a shuttlecock landed 'in' or 'out' on the line(s) assigned
  - A service judge

Thinking ME: The Warm Up - Week 3

<u>The Three Stages of a Warm Up</u>

Every sports session should start with a warm up to prepare the sports performers both physically and mentally.

Pulse Raiser -

- Any exercise that will raise your heart rate; jogging, star jumps, cycling, swimming or any other low intensity activity.
- Prepares the body for exercise by increasing the heart rate, increasing breathing rate and increasing the temperature of muscles.

Dynamic Stretches -

- Walking lunges, leg swings, squats, side lunge, opening and closing the gates, shoulder rotations, hip circles,
- Stretches the muscles, which can reduce the risk of injury (RRI) and mobilises the joints that will be used in the session, which can improve performance levels (IPL).

Sport Specific Activity -

- Dribbling in football, passing in netball, light tackling in rugby etc.
- Practising the skills and movements that you will require in the activity to prepare your body and mind for physical activity.

Healthy ME - Week 7
The short term effects of exercise

Cardiorespiratory system:

1. **Heart rate increases** - When you exercise, heart rate increases to circulate more oxygen (via the blood) at a quicker pace to the working muscles.
2. **Breathing rate** - To supply more oxygen to your working muscles and remove carbon dioxide.
3. **Increased body temperature and sweat production** - When you exercise, your body warms up due to metabolic activity. To keep within the normal temperature range, your skin will start to sweat to release heat and cool your body down.
4. **Increased redness of skin** - Your small blood vessels will widen to deliver more oxygen to your muscles and carry away carbon dioxide and other waste products that build up. It is this widening of the blood vessels that causes the flushing of your skin during exercise.

Muscular System:

1. **Increased range of movement at joints** - During exercise, our blood flow and muscle temperature start to increase. As muscles warm, they become more pliable. This combined with an increase in synovial fluid causes an increased range of movement at the joint.

Notes

Notes

Notes

Aspire Achieve Thrive

Develop your character

STOKE DAMEREL