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

STOKE DAMEREL Community College

Name:

Tutor:

Cycle 2 2021-22

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<br>• Work is **very untidy**<br>• Extended writing tasks are **incomplete**<br>• **SPaG** errors being repeated<br><br>Show more **PRIDE** in your learning.<br>Be proud to learn and be proud of your work. | • **Some** dates and titles are underlined<br>• Work is **untidy**<br>• Extended writing tasks are **short**<br>• **SPaG** errors being repeated |
| **3** | **4** |
| • **Most** dates and titles are underlined<br>• Work is **usually** neat and well presented<br>• Extended writing tasks are **good**<br>• **SPaG** is usually correct | • **All** dates and titles are underlined<br>• Work is **exceptionally** neat and well presented<br>• Extended writing tasks are **outstanding**<br>• **SPaG** is consistently correct<br><br>You are **RESILIENT**.<br>You always show **PRIDE** in your work. |

| Cycle 2 Year 9 Chemistry Knowledge Organiser Week 1 and 2 | | |
|---|---|---|
| **Keyword** | **Definition** | **Key Ideas** |
| Chromatogram | The result of chromatography, showing how far each component has travelled. | Pure substance only contain one element or compound, whereas impure substances are mixtures. Mixtures contain two or more type of substance, not chemically bonded together. Air is a good example of a mixture. Since the different substances in a mixture are not bonded together, they can be separated using physical processes. These include: filtration, crystallisation, distillation and chromatography. Which technique you use depends on the mixture you have. For example, a mixture containing a solid and a liquid would use filtration.<br><br>Formulations are a common everyday application of chemistry. Formulations are carefully created from particular ratios of different substances. Fertilisers and medicines are examples of formulations as well as alloys. Alloys are mixtures of metals with other metals and carbon, this changes their properties to make them better suited to their function.<br><br>Chromatography is used to separate different substance in mixtures such as inks and dyes. The sample is dotted on some paper before being placed in a solvent. As the solvent moves up the paper, the different substances are pulled up the paper with the solvent. Components travel different distances up the paper depending on their solubility (how easily they dissolve) |
| Chromatography | Method used to separate substances based on their solubility. | |
| Concentrated | A solution with a high amount of dissolved particles. | |
| Formulation | A mixture that has been designed as a useful product | |
| Impure | A substance containing a mixture of different elements or compounds. | |
| Mobile Phase | The phase in chromatography that moves, i.e. the solvent. | |
| Stationary Phase | The phase in chromatography that will not move. | |
| Pure | A single element or compound, not mixed with any other substance | |
| Rf Factor | Distance the substance moved divided by the distance moved by the solvent. | After chromatography has been carried out, it produces a chromatogram. These are the results of the experiment and we ca use it to measure the distance travelled by the solvent and by the different components in the mixture. This data is then used to calculate the retention factor (Rf), each substance has its on Rf value and therefore we can identify different compounds by their Rf value. The calculation of the Rf value is shown below:<br><br>$R_f = \frac{distance\ moved\ by\ substance}{distance\ moved\ by\ solvent}$<br><br>There are many different gases that you may come across and for the most common gases, you need to know how to test for them. This includes: hydrogen, oxygen, carbon dioxide and chlorine.<br>Test for hydrogen: put a lit splint into your gas sample, if hydrogen is present, it burns with a squeaky pop.<br>Test for oxygen: put a glowing splint into your gas sample. If the splint relights, oxygen is present.<br>Test for chlorine: put damp litmus paper near the gas sample. If chlorine is present, it will bleach and turn white.<br>Test for carbon dioxide: bubble the gas sample through limewater. If the limewater turns cloudy (milky), carbon dioxide is present.<br>Chemical reactions can be written as equations with the reactants on the left, and products on the right. An example could be:<br>Hydrochloric acid + sodium hydroxide → sodium chloride + water<br>These can also be written to include state symbols: Solid (s), liquid (l), gas (g) and aqueous (aq). |
| Dissolve | When a solid mixes into a liquid to form a solution | |
| Insoluble | A substance that will not dissolve in water | |
| Soluble | A substance that will dissolve in water | |
| Solution | A mixture formed when a solute dissolves in a solvent. | |
| Solute | A solid that dissolves in a solvent. | |
| Solvent | A liquid that a solute will dissolve into. | |
| Litmus Paper | An indicator used to determine whether something is an acid or alkali. | |
| Lime Water | A solution of calcium hydroxide that is used to test for carbon dioxide. A positive result is that the limewater turns cloudy. | |

## Cycle 2 Physics Year 9 Knowledge Organiser Week 3 and 4

| Keyword | Definition |
|---|---|
| Scalar | A measurable quantity that has only a magnitude (size), not a direction (e.g. speed ). |
| Vector | A measurable quantity that has both a magnitude (size) and a direction (e.g. velocity). |
| Contact Forces | Type of force which has to be touching the object to affect one another, e.g. friction. |
| Non-Contact Forces | Type of force that has an effect without touching the object, e.g.. gravity |
| Resultant | A single force that represents the overall effect of all the forces acting on an object. |
| Free-body diagram | Models the forces acting on an object. The object is shown as a box, The forces are shown as arrows. |
| Force | A 'push' or 'pull' on an object that can cause the object to accelerate. |
| Vector diagram | A scale diagram that can be used to find the resultant force. |
| Energy | Property that must be transferred to an object to heat it or perform work on it. |
| Work | Work is done when a force acts on an object and the object moves along the line of action of the force; symbol W, unit joules, J (or Nm). |
| Energy transfer | Process in which energy is moved from one store to another. |
| Joule | The unit of energy or work. One joule of work is done when a force of one newton causes a displacement of one metre. 1 joule = 1 newton-metre. |
| Displacement | A vector quantity. It is distance with a direction. |
| Weight | Weight is the force acting on an object due to gravity. |

**Key Ideas**

**All objects have forces acting on them**. Forces are measured in Newtons (N).
Examples of forces are weight, friction, upthrust, normal contact force and air resistance (drag). A force is a push or pull that acts on an object due to the interaction with another object. All forces between objects are either: contact forces (act through physically touching e.g.. friction) or non contact forces which are physically separated (act through empty space e.g. magnetism and gravity).
Forces occur in all directions and the number of forces acting on an object may be replaced by a single force that has the same effect as all the original forces acting together. This single force is called the resultant force. If the forces on an object are unbalanced there will be a resultant force (if the forces on an object are balanced the resultant force is zero (0)). Force is a vector quantity (it has both a magnitude and a direction).
A free-body diagram, like the one below can be used to show the forces acting upon an object.


In the diagram above the friction force is pulling to the left. The push force is acting to the right. The push force as shown by the larger arrow is greater r than the friction force so the object will have a resultant force to the right. . Free body diagrams allow the motion of on object to be shown and explained.

**Work** is done when the force is used to transfer energy. This is because overcoming forces requires energy. We can use the word work to mean energy transferred. Work done against the frictional forces acting on an object causes a rise in the temperature of the object.
We can work out work done with the following equation.
Work done (J, joules) = Force (N, Newtons) x distance in the direction of the force (m, metres).
**W = F x d**
This formula is also written as
**W = Fs ,**
where s = displacement. Displacement is how far and in what direction an object has travelled from its start point in a straight line.
Weight is the force acting on an object due to gravity. The force of gravity close to the Earth is due to the gravitational field around the Earth. We can work out weight with the following equation.
Weight (N/kg) = mass (kg) × gravitational field strength (g)(N)
**W = m g**
Weight is measured using a calibrated spring-balance (a newton meter which is a type of force meter).
The weight of an object (its mass x gravitational field strength) although spread throughout an object may be seen to act at a single point referred to as the object's 'centre of mass'.

**Cycle 2 BIOLOGY Year 9 Knowledge Organiser Week 5 and 6**

| Keyword | Definition |
|---|---|
| Communicable | A disease that can be transferred from one person to another. |
| Virus | Pathogen made of nucleic acid chain and a protein coat. It doesn't have a nucleus and multiplies within a hosts cell. |
| Bacterial | Unicellular that have cell walls but lack organelles and a nucleus. |
| Fungi | A group of spore producing organisms that feed on organic matter. |
| Protist | Eukaryotic unicellular microscopic organism. |
| Chemical Barrier | Chemicals in the body that destroy pathogens on the outer body surface. |
| Physical Barrier | A part of the body the prevents pathogens from entering the body. |
| Non Communicable | Disease that is not transferred from person to person. |
| Health | A persons mental or physical condition. |
| Disease | An illness that can effect any living organism. |
| Cancer | A malignant growth or tumour resulting from an uncontrolled division of cells. |
| Diabetes | A disease in which the body's ability to produce or respond to the hormone insulin is impaired, increased levels of glucose in the blood. |
| Heart Disease | Any condition affecting the heart. |
| Pathogens | A bacterium, virus or any other microorganism that can cause disease. |
| Malaria | A disease caused by a protist in the blood stream that is transmitted by mosquitoes. |
| Antibiotics | Drug that kills bacteria |

**Key Ideas**

**Communicable disease** are transferred from person to person either through the air in droplets or via physical contact. A sneeze or a cough from an infected person, creates airborne droplets that can then be inhaled. Examples of communicable diseases are **Flu, the Common Cold and COVID 19**. **Non communicable** diseases are not transferred in this way. Examples of non communicable diseases are **Cancer and Diabetes**.

**Viruses and bacteria** that cause diseases are known as pathogens. They are **unicellular** which means that they are no bigger than one cell. They can only be seen with a microscope.
Our bodies have **chemical** and **physical barriers** to prevent pathogens entering and causing harm.

Examples of **physical barriers** are your **skin and the hairs up your nose**. These features stop pathogens from entering. As well as physical barriers there are also **chemical barriers**. These include **enzymes in your eyes and hydrochloric acid in your stomach**. These chemicals kill bacteria before they cause illness.

**Protists** are a group of microorganisms that have features that belong to animals, plants and fungi. Some are like animals and others more like plants and some, called moulds, are closest to fungi. They are all **eukaryotic**, which means that they **have a nucleus**.

**Health** is a term used to describe the way a person is **physically and mentally**. For a person to be healthy both **environment** and **genetics** play a part. Making healthy choices is important. These include knowledge on what foods are good and bad for you and exercising regularly. A gene for a certain disease can make a person more vulnerable to that illness.

When a person is growing or replacing old and damaged cells, new cells are produced by **mitosis**. Sometimes, cells begin to **divide uncontrollably**. New cells are produced even if the body does not need them. This produces a growth called a **tumour**. There are two types of tumour. **Benign** and **malignant**. A **benign tumour is a growth that is not cancerous**. A **malignant is a fast-growing tumour that is cancerous** and can invade and spread to other areas of the body.

**Diabetes** is a life long condition that causes a persons blood sugar level to become too high. There are two main types of diabetes. **Type 1 diabetes** is where the body's immune system attacks and **destroys the cells that produce insulin** so the affected person **does not produce enough insulin**. **Type 2 diabetes** is where the liver and muscles are **resistant to insulin**. Type 2 diabetes is far more common that type 1. In the UK, around 90% of all adults with diabetes have type 2.

The main symptoms of **coronary heart disease** are chest pain or angina, shortness of breath, pain throughout the body, feeling faint and feeling sick. Not everyone has the same set of symptoms. Coronary heart disease is the term used to describe what happens when your **hearts blood supply is blocked** or interrupted by a build up of fatty substance in the coronary arteries. Over time, the walls of the arteries can become furred up with deposits. This process is known a atherosclerosis and the fatty deposits are caller atheroma. There is more risk of getting **atherosclerosis** when a person **smokes and drinks alcohol regularly**.

## Year 9 - French - Cycle 2 - Relationship and marriage GCSE Theme 1 - Me, my family and friends

*This is a continuation of cycle 1 so make sure to keep your Cycle 1 KO so that you can refer to it on occasion.*

| Week | Grammar | Vocabulary | Examples: |
|---|---|---|---|
| **1 & 2** | **Des verbes utiles - Useful verbs**<br>Je retrouve - I meet up<br>Je traîne - I hang out<br>Je tchatte - I chat<br>J'écoute - I listen<br>On rigole - we have a laugh<br>On regarde - We watch<br>On joue - we play<br>On discute - we talk<br>On mange - we eat<br><br>**TIP TOP:**<br>Remember to use different subject pronouns (I, he, we) to achieve a higher grade. | **Les amis - *Friends***<br>l'ami (m)/le copain - *(male) friend* l'amie (f)/la copine - *(female) friend*<br>le petit ami/le petit copain - *boyfriend* la petite amie/la petite copine - *girlfriend*<br>en ville avec mes copines. - *in town with my (female) friends.*<br>en ligne - *online* avec mon petit ami, - *with my boyfriend.*<br>chez ma petite copine - *to my girlfriend's house.*<br>On rigole bien ensemble. - *We have a good laugh together.*<br>de tout. - *about everything.* ensemble - *together.*<br><br>**L'amitié - *Friendship***<br>Je pense que … - *I think that …* Pour moi, … - *For me …*Un(e) bon(ne) ami(e) est … - *A good friend is …*<br>compréhensif/-ive - *understanding* drôle - *funny*<br>fidèle - *loyal* gentil(le) - *kind* honnête - *honest*<br>modeste - *modest* patient(e) - *patient*<br>sensible - *sensitive* sympa - *nice*<br>Un(e) bon(ne) ami(e) … - *A good friend …*<br>écoute mes problèmes/mes secrets - *listens to my problems/secrets*<br>discute de tout avec moi - *talks about everything with me*<br>aide tout le monde - *helps everyone*<br>accepte mes imperfections - *accepts my faults*<br>respecte mes opinions - *respects my opinions*<br>a les mêmes centres d'intérêt que moi - *has the same interests as me*<br>a le sens de l'humour - *has a sense of humour*<br><br>***Les mots essentiels - High-frequency words***<br>*très - very* *assez - quite* *mais - but* *ou - or*<br>*où - where* *d'abord - first of all* *puis - then*<br>*ensuite - next* *après - afterwards* *plus tard - later*<br>*le soir - in the evening* | Le week-end, je retrouve mon petit ami en ville. - *On the weekend, I meet up with my boyfriend in town.*<br><br>Je vais chez ma copine et on rigole bien ensemble. - *I go to my friend's house and we have a good laugh together.*<br><br>Je pense qu' un bon ami est fidèle. - *I think that a good friend is loyal.*<br><br>A mon avis, une bonne amie respecte mes opinions. - *In my opinion, a good friend respects my opinions.* |

| Week | Grammar | Vocabulary | Examples |
|---|---|---|---|
| **3 & 4** | J'ai ... - I have …<br>Je n'ai pas de ... - I don't have a …<br><br>Il/elle est ... - he/she is …<br>il/elle a … - he/she has … | J'ai ... - I have … Je n'ai pas de... - I don't have a...<br>un petit ami - a boyfriend une petite amie - a girlfriend<br><br>**For physical description and personality - see Cycle 1 KO** | J'ai un petit ami qui s'appelle Julien et il est très grand et fort. - *I have a boyfriend who is called Julian and he is tall and strong.* |

| | | | |
|---|---|---|---|
| **3 & 4** *(continued)* | Je voudrais que … - I would like that …<br>J'aimerais que … - I would like that …<br>J'estime que … - I think that …<br>Je dirais que … - I would say that ...<br><br>Je ne voudrais pas / Je n'aimerais pas - I would not like ... | avoir de l'humour - to have a sense of humour<br>la beauté physique - physical beauty<br>le centre d'intérêt - interest<br>se marier avec - to marry<br>le / la même - same<br>le / la partenaire idéal(e) - ideal partner<br>les qualités personnelles (f) - personal qualities<br>se rencontrer - to meet<br><br>avoir des enfants - to have children rester célibataire - to remain single<br>à l'avenir - in the future<br><br>mon partenaire idéal serait … - my ideal partner (masc) would be …<br>ma partenaire idéale serait … - my ideal partner (fem) would be … | Ma petite amie a le même sens de l;humour et j'estime que c'est important. - *My girlfriend has the same sense of humour and I think it is important.*<br><br>Je voudrais me marier et avoir des enfants. Je dirais que c'est assez important pour moi. - *I would like to get married and have children. I would say that it is important for me.*<br><br>Mon partenaire idéal serait petit avec les yeux verts et les cheveux noirs. - *My ideal partner would be small with green eyes and black hair.* |

| Week | Grammar | Vocabulary | Examples |
|---|---|---|---|
| **5 & 6** | **The near future:**<br>Je vais avoir - *I am going to have*<br>Je vais rester célibataire - *I am going to stay single*<br>Je vais me marier - *I am going to get married*<br>Je vais finir mes études - *I am going to finish my studies*<br><br>For "he/she", change to:<br>"Il va" and "elle va"<br><br>**The simple future:**<br>J'aurai - *I will have*<br>Je trouverai - *I will find* | avoir des enfants to have children<br>mes parents sont séparés - my parents are separated<br>Je ne me marierai pas avec mon petit ami - I will not marry my boyfriend.<br>On est trop jeunes - we are too young.<br>Le mariage n'est pas nécessaire / important - marriage is not necessary / important<br>Je suis traditionnelle - I am traditional<br>une église - a church une cérémonie religieuse - a religious ceremony<br>se fiancer - to get engaged<br>Adopter des enfants - to adopt children<br>une famille monoparentale - a single parent family<br><br>à l'âge de 30 ans - at the age of 30 | Moi, je vais rester célibataire car je pense que le mariage n'est pas important pour etre heureux. - *I am going to remain single because I think that marriage isn't important to be happy.*<br><br>Pour moi, un mariage traditionnel est vraiment important alors je vais me marier a l'église. - *For me, a traditional wedding is really important, therefore I am going to get married in a church.*<br><br>A l'âge de 30 ans, j'aurai deux enfants. Je voudrais une fill et un garçon. - *At the age of 30, I will have 3 children. I would like a boy and a girl.*<br><br>Je pense que je ne me marierai pas avec mon petit ami car nous sommes trop jeunes et je veux finir mes études. - *I think that I will not marry my boyfriend because we are too young and I want to finish my studies.* |

Remember to pay attention to accents when learning the spelling of words.
We will be completing vocabulary checks regularly so make sure you learn this vocabulary.
If you need help learning the vocabulary, please come and speak to your teacher.

| Cycle 3 Geography Year 9 Knowledge Organiser: Cold Environments - Case Study: Svalbard | | | |
|---|---|---|---|
| **Session** | **Keywords** | **Knowledge** | **Geographical concepts** |
| Week 1<br><br>Characteristics | **Climate:** The average weather pattern over a long period of time (30 years).<br>**Permafrost:** Permanently frozen ground, found in polar and tundra regions<br>**Polar:** The most extreme cold environment with permanent ice. Regions around the North pole (Arctic Sea) or South pole (Antarctica)<br>**Tundra:** A vast, flat, treeless Arctic region of Europe, Asia and North America where the subsoil is permanently frozen | **Physical characteristics**<br>**Polar**<br>**Climate** - Winter temperatures often fall below - 50°C. Very low precipitation.<br>**Soils** - Permanently frozen in permafrost<br>**Plants** - Some moss found at fringes of ice<br>**Tundra**<br>**Climate -** Winter temperatures drop to - 20°C. High precipitation at coast (mainly snow)<br>**Soils -** Permafrost – mostly frozen but will melt near the surface in summer. Infertile, often waterlogged<br>**Plants -** Low growing (bearberry and arctic moss)<br>Some low bushes and small trees may grow in warmer regions<br>**Alpine**<br>**Climate -** Temperature decreases 0.6°C for every 100m altitude. Both tundra and Polar environments are present depending on altitude. | **Distribution**<br>Most of the world's cold environments are found close to the **poles** in the Arctic and Antarctic.<br><br>**Biodiversity**<br>The Variety of life in the world or in a particular ecosystem. Cold environments have very low biodiversity, this means there are fewer species of plants and animals than most other environments.<br><br>**Interdependence**<br>Different parts of the cold environment ecosystem are closely linked together and depend on each other, especially in a such a harsh environment. For example, Plants gain nutrients from the soil and provide nutrients to the animals that eat them. The animals spread the plants seeds helping them to grow. |
| Week 2<br><br>Adaptations | **Adaptations:** The evolutionary process whereby an organism becomes better able to live in its habitat or habitats. | **Plants:** Few plants are found in polar regions. A wide variety are found in tundra regions. These have adapted to cope with low temperatures, strong winds and dry conditions. An example is the Bearberry.<br>**Bearberry adaptations**<br>• **Low growing (5-15cm)** to survive strong winds.<br>• **Hairy stems** to retain heat.<br>• **Bright red berries** eaten by birds to distribute seeds.<br>• **Small waxy leaves** reduce water loss | **Animals**<br>• **Polar bears** are well adapted to the polar environment. Thick fur, insulating layer of fat, black nose and footpads to absorb sun.<br>• **Arctic fox** changes its coat from white to brown as the snow melts. It's bushy tail is used to keep it warm |
| Week 3<br><br>Opportunities | **Opportunities for development**<br>The process of a country in terms of economic growth, the use of technology and human welfare | **Svalbard** is located in the Northern Hemisphere in the Arctic Circle. It is in the continent of Europe and is an archipelago of islands north of Norway. To the West of Svalbard is Greenland. The Ocean surrounding Svalbard is the Arctic Ocean, to the East of Svalbard is the Barent Sea. Much of Svalbard has a polar climate with 60% being covered with glaciers. | **Opportunities for Development in Svalbard**<br>• **Mineral extraction -** more than 300 people employed in coal mines. New mine opened in 2014 near Svea.<br>• **Energy developments -** Svalbard is located close to the Mid-Atlantic ridge and could develop **geothermal energy**<br>• **Fishing -** 150 species of fish. The Barents Sea is one of the richest fishing grounds in the world.<br>• **Tourism -** In 2011 70,000 people visited Longyearbyen. Harbour was recently enlarged with a new terminal. Tourism provides 300 jobs and could be developed further |

| Cycle 2 Geography Year 9 Knowledge Organiser: Cold Environments - Case Study: Svalbard | | | |
|---|---|---|---|
| **Session** | **Keywords** | **Knowledge** | **Geographical concepts** |
| Week 4<br><br>Fragile | **Wilderness areas**<br>Wilderness areas are unspoilt and remote regions of the world | **Fragile environment:** An environment that is both easily disturbed and difficult to restore<br><br>Tundra vegetation takes a very long time to become established. Tundra is a delicate ecosystem which is easily disturbed by human activities, such as off-road driving. This can cause thawing of Permafrost which then takes decades to recover<br><br>The **Antarctic Treaty** was signed in 1959 by countries with territorial claims to Antarctica. Its main aim is to protect the natural environment of the largest wilderness on Earth. | |
| Week 5<br><br>Challenges in Svalbard | **Infrastructure**<br>The basic equipment and structures (roads, utilities, water, sewage) that are needed for a region to function properly | **Challenges in Svalbard**<br>**Extreme temperature:** Winter temperatures can drop below -30°C in Longyearbyen. In the winter, there is limited sunlight, the sea freezes and roads become very dangerous.<br>**Construction:** Due to harsh conditions most construction has to be done in the brief summer period. The frozen ground (permafrost) can provide a solid foundation but if it melts it can be very dangerous as it becomes unstable and can cause houses and roads to collapse or crack.<br>**Services** (water, electricity, sanitation etc.) : Most services here are provided to individual buildings by overground heated water and sewage pipes. These pipes need to be kept off the ground to prevent thawing of the permafrost.<br>**Accessibility:** Located in a remote part of the world and can only be reached by plane or ship and there is only one airport which is located at Longyearbyen. There are only 50 km of roads in Longyearbyen and the rest of the island has no roads. Most people use snowmobiles to get around the area, especially in winter. | |
| Week 6<br><br>Management for economic development | **Economic development**<br>Chances for people to improve their standard of life through development<br>**Conservation**<br>Managing the environment in order to preserve, protect or restore it<br>**Management Strategies**<br>Techniques of controlling, responding to, or dealing with an event | Cold environments have an high value as wilderness areas and therefore need to be protected Strategies can be used to balance the needs of economic development and conservation. | **Economic development in Alaska**<br>The Trans-Alaskan pipeline carries oil from the ground which is very hot (49°C). This could melt the soil. The pipeline crosses caribou migration routes. The Trans-Alaskan pipeline carries a risk of cracking due to earthquakes, which could cause oil leaks. Off road driving is popular in Alaska. Usually taking place in summer when snow has melted. Vehicles leave deep tyre tracks and destroy vegetation.<br>**Strategies in Alaska**<br>**Technology:** The pipeline is raised and insulated to retain heat and prevent it melting the ground. It was needed to raise the pipe above the ground allowing migrating Caribou to continue their pattern. Technology allows the pipeline to move and slide if earthquakes happen. The flow is automatically cut off if there is a leak.<br>**Governments:** The National Environmental Policy Act ensure companies involved with oil must protect the environment and recognise the rights of native people. The USA have created the Western Arctic Reserve, a 9 million hectare protected wilderness where drilling for oil and tourism is banned.<br>**International agreements:** Agreement on the Conservation of Polar Bears, Oslo, 1973. THis was signed by USA and Norway (Svalbard) and other countries to to ban hunting of Polar Bears unless for scientific purposes.<br>**Conservation agreements:** The World Wildlife Fund is a conservations group that helps to protect Arctic environments in Canada. It works with local communities, oil companies to manage ecosystems. They work with Alaska Native communities to help them find solutions |

**Week One- Ideologies in the Cold War**

**Key Words**

**Cold War-** A Cold War is a state of conflict between nations which does not involve direct military action.
Ideology- a system of ideas and ideals. They often form political and economic policies that countries follow.
**State owned industry**- The government owns businesses and uses the money made to provide for the people of the country.
**Privately owned businesses-** People can run their own businesses and make their own money from them. They can then use this money how they chose.

**Key Dates**

**1941-1991**- The Cold War
**1917**- The Soviet Union was created and became a Communist nation.

**Key Facts**

1. The two superpowers in the Cold War were the USA and the Soviet Union (USSR)
2. The Soviet Union followed Communist ideologies.
3. Communist ideas include; only being able to vote for Communists, no freedoms/rights, equality, state owned industry.
4. The USA follows Capitalist ideologies.
5. Capitalist ideas include; being able to choose from multiple political parties at an election, freedoms and rights, class system (lower class-upper class), privately owned businesses.

**Week Two and Three- The Wartime Conferences**

**Key Words**

**The Grand Alliance**- The leaders of the three most powerful countries fighting against the Nazis in WWII; Churchill/Atlee, Roosevelt/Truman and Stalin.
**Winston Churchill**- Prime Minister of Britain during WWII.
**Clement Attlee**- Prime Minister of Britain from July 1945
**Franklin D Roosevelt**- President of the USA in WWII
**Harry Truman**- President of the USA from April 1945
**Joseph Stalin**- Leader of the Soviet Union during WWII
**Fat Man/Little Boy**- the atomic bombs dropped on Hiroshima in August 1945
**Wartime Conferences-** Meetings held between the Grand Alliance to discuss how to win WWII against Germany and Japan.
**Tehran Conference**- Meeting held in the capital of Iran. Attended by Churchill, Roosevelt and Stalin.
**Yalta Conference**- Meeting held in Ukraine. Attended by Churchill, Roosevelt and Stalin.
**Potsdam Conference**- Meeting held just outside of Berlin. Attended by Attlee, Truman and Stalin.
**Sphere of influence-** Where a country has no formal control in an area, but does have the power to affect what happens in the area.
**Eastern Europe-** Includes countries like Poland, Romania, Bulgaria, Hungary etc

**Key Dates**

**Nov/Dec 1943-** Tehran Conference
**February 1945-** Yalta Conference
**30th April 1945-** Hitler commited suicide.
**8th May 1945-** Germany surrendered ending WWII in Europe.
**16th July 1945-** USA tested an atomic bomb in a desert in New Mexico.
**17th July- 2nd Aug 1945-** Potsdam Conference
**6th and 9th August 1945-** 2 x atomic bombs were dropped on Hiroshima and Nagasaki (Japan)

**Key Facts**

**Views of Stalin:** Wanted to spread Communist beliefs; Wanted to get reparations for the damage done to the Soviet Union by the Nazis; Wanted security for the Soviet Union from future possible attacks.
**Views of Roosevelt:** Wanted countries to run themselves and make their own decisions. He wanted to see the end of Empires; He wanted to work with the Soviet Union.
**Views of Churchill:** He wanted to protect the British Empire.; He distrusted Stalin.
**Views of Truman:** Very anti-Communist; Did not trust Stalin.
**Agreements at Tehran:** Western front to be opened by the USA/UK to help the Soviets fighting the Nazis in the East; Promise from Stalin to help the USA against Japan once Hitler had been defeated; Stalin could keep the land he had taken from Poland during WWII.
**Agreements at Yalta:** Germany was nearly defeated. Decision was made to divide Germany into 4 parts after its surrender with the following countries each running a part of Germany (Britain, USA, Soviet Union, France); Stalin would get a sphere of influence in Eastern Europe but each country could hold its own fair elections; The UN would be established to help deal with problems peacefully after WWII.
**Agreements at Potsdam:** Roosevelt died and had been replaced by Truman.; During the Potsdam Conference, Churchill was replaced as British Prime Minister by Clement Attlee.
Agreement again to divide Germany into 4 parts as well as Berlin; They agreed that reparations were to be taken from their own German zones but the Soviet Union would get a bit extra due to the level of damage they sustained. They could take ¼ of the industrial equipment from other zones; Truman disagreed with Stalin over his control of Poland.

## Week Four- Soviet Actions 1945-1946

**Key Words**

**Buffer Zone-** A protection zone to keep you safe.

**Rigged Elections**- An election in which you ensure the outcome is the one you want.

**Baltic States-** Countries of Estonia, Latvia and Lithuania

**Iron Curtain**- Winston Churchill said in a speech that an **'Iron Curtain'** had descended separating Western Capitalist Europe and Eastern Communist Europe.

**Key Dates- The Building up of the Soviet Buffer Zone**

**Bulgaria- Late 1944**- A Communist style government was set up. **1945**- The communists won rigged elections. **1946**- All other political parties were banned.

**Romania 1945**- A government of communists and non- communists was set up. Encouraged by Stalin, the communists took part in protests to disrupt the government. The king was ordered by the Soviet army to appoint a communist prime minister. **1946**- The communists won 80% of the votes at the election. **1947**- The monarchy was abolished by the government.

**Poland- Jan 1947-** New rigged elections were held and the non-communists were called to Moscow and arrested.

**Hungary 1945**-A few communists won seats at the election. Hungary began to suffer from an economic crisis and the communists used this situation to seize control. **1947**- Rigged elections were held and the communists intimidated the non-communists to ensure they won and they then banned all other political parties.

**East Germany -1945**-The Soviets were given control of this by the Potsdam conference.

**Baltic States -1945**-Stalin took them at end of the war and he was allowed to keep them by the Potsdam Conference

**Key Facts** **Why did the Soviet Union carry out their actions?**

1. The Soviet Union had been invaded from the West twice in 30 years in 1914 and 1941. 2. 20 million Soviets had died during WWII and much of the Soviet Union had been destroyed.
3. Soviet Union were unhappy about amount of reparations they received at the end of WWII

**How did the Soviet Union take control of their buffer zone?**

1. He rigged elections in Eastern Europe. 2. He placed his army in Eastern European countries and then used violence and intimidation against the people. 3. He overthrew the monarchies.
4. He was given land at the wartime conferences. 5. He had all non-communist political parties banned.

## Week Five- The US Actions and the Soviet Response 1947-1948

**Key Words**

**President Truman-** President of the USA from the Potsdam Conference.

**Truman Doctrine-** US policy on how to deal with the threat of the Soviet Union.

**Containment Policy-** The USA's decision to stop the spread of Communism.

**George Marshall-** Secretary of State George C. Marshall announced the Marshall Plan.

**Marshall Plan-** Economic support provided from the USA to Capitalist countries in Western Europe.

**Cominform-** A Communist political organisation set up by Stalin to bring together the Communist nations of Eastern Europe.

**Key Dates**

**March 12th 1947**- When Truman announced the Truman Doctrine

**June 5th 1947**- Marshall Plan announced

**September 1947-** Cominform established

**March 1948**- Czechoslovakia became Communist

**April 3rd 1948**- Marshall aid started to be sent to Western Europe.

**Key Facts**- The USA were worried that the Soviet Buffer Zone would lead to the spread of Communist beliefs.

**Truman Doctrine** 1. At Yalta, the USA had been keen to stop the Soviet Union from gaining control of Greece and Turkey. They wanted to keep them Communist.
2. After WWII Greece appeared to be quite likely to turn communist. Britain helped make sure the King was put back on the throne.
3. However, Britain struggled to keep Greece out of communist control due to military and economic problems. So the US stepped in to make sure that Greece did not become Communist.
4. The aim was to stop the spread of communism but not push it back or remove it completely. This was called CONTAINMENT.

**Marshall Plan** 1. The Marshall Plan provided $17 billion to Europe to help rebuild their economies from April 1948. (It was proposed in 1947)
2. 16 countries accepted the money.

**Soviet Response-** Stalin started to become very worried that the USA would try to spread the Marshall Plan and capitalism to the countries of the Soviet buffer zone.

**Cominform** 1. This was a political Communist organisation. 2. It included the countries of the Soviet Union, Bulgaria, Czechoslovakia, Hungary, Poland and Romania.
3. It rejected the Marshall Plan and discouraged trade with capitalist countries. 4. It gave Stalin a way of directing and controlling the governments of the Buffer zone.

**Czechoslovakia** 1. Czechoslovakia had elected a mainly communist government at the 1945 elections. 2. However, Czechoslovakia was working outside the control of the Soviet Union.
3. The US had been in negotiations with Czechoslovakia to try to convince them to not work with the Soviet Union.
4. In March 1948 the communists in Czechoslovakia came down hard on anti-Soviet leaders and several were murdered likely on the orders of Stalin. It led to Czechoslovakia becoming Communist.

| Week Six - The Berlin Blockade | |
|---|---|
| **Key Words**<br>**Bizonia-** Britain and the USa joined their zones of Germany and Berlin together.<br>**Trizonia-** Briain, USA and France joined their zones of Germany and Berlin together.<br>**Berlin Blockade-** Stalin blocked off rail and road entry into Western Berlin.<br>**US Airlift-** US and other Western countries dropped food, coal and other essential supplies into Western Berlin.<br>**Federal Republic of Germany-** West Germany<br>**German Democratic Republic**- East Germany<br>**NATO**- **(North Atlantic Treaty Organisation)**. Military alliance of the Western Capitalist countries. | **Key Dates**<br>**May 1947**- Bizonia was created.<br>**June 1948**- Trizonia was created.<br>**24th June 1948**- Stalin blocked road and rail links into West Berlin.<br>**26th June 1948**- The US airlift started in West Berlin.<br>**April 1949**- NATO formed<br>**9th May 1949**- Berlin blockade ended.<br>**23rd May 1949**- Formation of West Germany<br>**October 1949**- Formation of East Germany |

**Key Facts**

**Causes**

1. The zones of France, GB and USA were run as a capitalist democracy. They wanted to rebuild Germany's economy and the standard of living in their zone was better than in the Soviet Zone.
2. The Soviets set up a communist style government in their zone of Germany. The Soviets wanted to take as much materials back to the Soviet Union as possible so they could repair the Soviet Union. This left their zone of Germany with a poor standard of living.
3. The creation of Bizonia and Trizonia worried Stalin especially after they introduced a united currency which gave Trizonia economic unity.

**Events**

1. Stalin decided to shut off the land and rail routes across his section of Germany (the East) into Berlin. 2. This prevented key supplies (food, coal) entering the Western zone of Berlin.

**Outcome**

**Berlin Airlift**

1. The Western allies flew in food, coal and other necessities. 2. New runways had to be built and ordinary citizens needed to unload the planes.

**The formation of East and West Germany**

1. The USA, France and Great Britain joined their zones into West Germany. 2. West Berlin still remained under allied control 3. Stalin responded by creating East Germany.

**NATO**

1. The USA, Britain, France and nine other western countries joined together in the North Atlantic Treaty Organisation as a result of Stalin starting the Berlin Blockade.
2. The members agreed that if any member was attacked all members of Nato would come to its assistance.

# Knowledge Organiser - Year 9 Modern Britain Islam Beliefs & Teachings

| Week | Key themes & Quote | Key terms | Additional information |
|---|---|---|---|
| 1 The Oneness of God | **Monothiestic** - Muslims believe in one God, 'Allah'. They believe Islam was gradually revealed to humanity through various prophets over many centuries. The word Islam means, 'surrender/obedience and it also means 'Peace'. | **Islam -** the name of the religion followed by Muslims;<br>**Allah** - the arabic name for God<br>**Monothiestic -** a religion that believes in one God<br>**Supremacy -** supreme power or authority<br>**Tawhid** - the Oneness and unity of God | One of the most important beliefs in both Sunni and Shi'a Islam is Tawhid; the belief that there is only one God. This makes Islam a monothiestic reglion. For Muslims, God is the one and only creator and controller of everything. No matter whether something is good or bad, Muslims believe it is God's will and that God must have had a good reason for letting it happen. For Sunni Muslims, the supremacy of God's will is an important article of faith. |
| Extra 1 | **Keybeliefs of Sunni Islam and Shi'a Islam -** When Muhammad died, the majority of Muslims thought that only the Qur'an (the Muslim holy book) and the Sunnah (Muhammad's teaching and actions) had the authority to guide the beliefs and behaviour of Muslims. | **Qur'an -** the holy book of Islam, revealedto Muhammad by the angel Jibril. **Sunnah - t**he teachings and deeds of Muhammad<br>**Sunni -** Muslims who believe in the successsorship to Muhammad of Abu Bakr<br>**Shi'a -** Muslims who believe in the Imamate, the successorship of Ali. | **Six Articles of Sunni and Shi'a Islam** are held as the six main beliefs; 1. There is only one God, Allah. 2. Angels communicate the message of God to humans. 3. The Qur'an is the most important writing and the highest authority. 4. Muhammad is the most mportant prophet of God. 5. The Day of Judgement is when all humanity will be judged by God and sent to paradise or hell. |
| **Week** | **Key theme & Quote** | **Key terms** | **Additional information** |
| 2 The Nature of God | **The Nature of God -** everyday Muslims hear and say the words 'Allahu Akbar' - God is the greatest. Muslims believe that God is so great he is beyond human understanding and greater than anything humans can imagine. Muslims have firm beliefs about what God is like. There is 99 names of God in the Qur'an and Hadith (Muhammads sayings). | **Immanent -** the idea that God is present in and involved with life on earth and in the universe; a quality of God.<br>**Transcendent -** the idea that God is beyond and outside life on earth and the universe; a quality of God.<br>**Omnipotent -** having unlimited power.<br>**Beneficent -** all loving, all good<br>**Merciful -** showing compassion or forgiveness to humans<br>**Fairness** - idea that God treats people fairly<br>**Justice -** judges human actions | Qualities of God - Muslims believe that God is immanent; he is also transcendent, beyond all things. They also believe that God is omnipotent and is God the creator, sustainer and owner of all things. He is all knowing, aware of everything including human actions and thoughts. God is beneficent, the source of all goodness; God is merciful and he understands their suffering, cares for them and forgives them if they are truly sorry for the wrong they have done. God acts with fairness and justice. God is not happy when people do wrong and will hold them to account. Humans have full responsibility for their own actions and God will judge them accordingly. |

| Knowledge Organiser - Year 9 Modern Britain Islam Beliefs & Teachings | | | |
|---|---|---|---|
| **Week** | **Key themes** | **Key Terms** | **Additional information** |
| **3**<br>**Angels** | **Angels** - What are they? Muslims believe that angels bring the word of God to the prophets or messengers of God. For Sunni Muslims the belief in angels is one of the six articles of faith. Angels are part of the unseen world. There are two main angels in Islam. | **Resurrection -** Rising from the dead. Jesus rising from the dead on Easter Day<br>**Heaven** - a state of eternal happiness in the presence of God.<br>**Ascension** - the event, 40 days after the resurrection when Jesus returned to God, the Father in heaven. | **Jibril (Gabriel)** is the angel most familiar to Christians and Jews as well as to Muslims. He is an archangel (a special angel with higher status than others) who is trusted messenger of God. Jibril was the angel who relayed the Qur'an to Muhammad from God. **Mika'il (Michael)** is the angel of mercy. God assigned him to reward righteous people for the good they do during their lives on earth. God has also given Mika'il responsibility for sending rain, thunder and lightning to earth. |
| **Extra 3**<br>**Predestination** | **There** are different ideas about predestination - Some Sunni Muslims believe that God has already determined everything that is going to happen. This does not mean that God decides what is going to happen. People still have the free will so they can make their own decisions. | **Predestination -** the idea that God knows or determines everything that will happen in the universe.<br><br>Quote: ***"Only what God has decreed will happen to us. He is our Master; let the believers put their trust in God"*** | Some Muslims believe that God has already determined everything that will happen in the universe. Sunni's believe that God's will is so powerful he can determine everything that is going to happen. Many Shi'as believe that God knows everything that is going to happen. **The day of judgement -** which God will judge humans according to everything they have done throughout their lives. Many Muslims know that even though God knows everything that is going to happen, people are still responsible for their actions and will be rewarded or punished because of them. |
| **Week** | **Key themes** | **Key terms** | **Additional information** |
| **4**<br>**Life after Death** | All religions believe that there will be a time of perfect peace and happiness that can be reached by living a good life on earth. For Muslims death is not the end but the beginning of a new stage of life called Akhirah. Muslims believe in the day of judgement and the resurrection. | **Akhirah** - everlasting life after death.<br>**Resurrection -** rising front he dead or returning to life.<br>**Heaven** - the state of eternal happiness in the presence of God; also called paradise.<br>**Hell -** the state of total separation from God.<br>**Day of judgement** - God will judge everything that you have done | Muslims believe that a day will come when God's purpose for the universe has been fulfilled. Only God knows when that will be. On this day the angel Israfil will blow a trumpet to announce that the world will be destroyed. The present world will be tally transformed into a new world (Akhirah) and then the angel Israfil will blow the trumpet again. Everyone who has ever lived will be raised from the dead (resurrection) and judged by God. Belief of life after death is one of the six articles of faith for Sunni Muslims and one of the five roots of 'Usal ad-din' in Shi'a Islam. |

| Knowledge Organiser - Year 9 Modern Britain Islam Beliefs & Teachings | | | |
|---|---|---|---|
| **Week** | **Key themes** | **Key terms** | **Additional information** |
| **5 Prophethood and Adam**<br><br>**Ibrahim** | Muslims believe that God has chosen many prophets to bring the message of Islam to people. This belief in the prophets and their importance is known as Risalah.<br>Muslims believe that Abraham fulfilled all the tests and commands given to him by God and so was promised to be the father of all nations. They believe that the prophet Muhammad was descended from Ibrahim. | **Prophet** - a person who proclaims the message of God.<br>**Risalah -** The belief that prophets are an important channel of communication between God and humans.<br>**Prophethood** - when someone is made a prophet<br>**Iblis (Satan) -** a spiritual being created by fire an who was thrown out of paradise for refusing to bow down to Adam<br>**Ibrahim** - the arabic name of the prophet Abraham.<br>**Ka'aba** - the black box, cubed shaped building in Mecca<br>**Hajj** - annual pilgrimage for Muslims | Many Muslims believe that prophets have been around for a long time. There are 124,000 prophets of which 25 are named in the Qur'an. The most important prophets are called messengers or apostles. These have been sent by God to every nation on earth. Muslims believe the Adam was the first man on earth and the first prophet of Islam. Created by God from dust of the ground he is regarded as the father of the human race and so is treated with reverence and great respect. In order to prevent Adam from being lonely, God created Eve and they lived in the Garden of Bliss.<br>Ibrahim is important because he is seen as a role model because of his obedience to God, his kindness and compassion and his refusal to worship idols (carved statues). Hajj plays an important role for Ibrahim. |
| **Week** | **Key theme** | **Key terms** | **Additional information** |
| **6 Muhammad the Immamate** | Muslims believe that Muhammad received the final revelations of Islam from God. He is known as the last and greatest of the prophets. Muhammad was born in 570ce in Mecca, present day Saudi Arabia. From an early age he was religious and on occasions he went to a cave in the mountains for meditation and prayers. The last of the Imams is Muhammad al-Mahdi, who they believe is still alive somewhere. | **Caliph** - a person considered to be a political and religious successor to the prophet Muhammad and the leader of the Sunni Muslim community.<br>**Imam -** a person who leads communal prayer; in Shi'a Islam he title given to Ali and his sucessors.<br>**Imamate -** the divine appointment of the Imams.<br><br>Quote: ***Muhammad is not the father of any one of you men; he is God's messenger and the seal of the prophets; God knows everything" Qur'an 33:40*** | Whilst Muhammad was in the mountains praying it is said that the angel Jibril appeared to him with a message from God. For more than 20 years, Muhammad received further revelations and these were combined together to form the Qur'an, the Muslims most important holy book.<br>Muhammad began preaching 3 years after the words he had received and he spend the remainder of his life proclaiming that God is one and that complete surrender to God is the only acceptable way to live. When Muhammad died it was not clear who was to succeed him. So the Imamate is important because people need divine guidance to know how to live correctly. |

# Art, Craft and Design

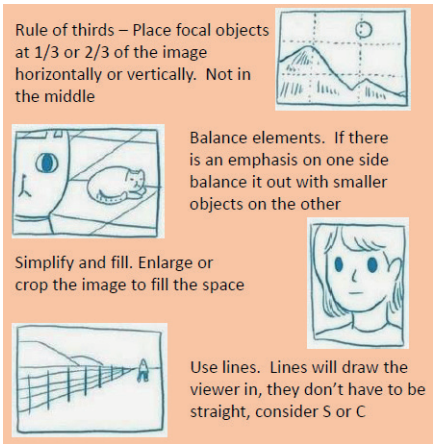
**WEEK 1 & 4:**
**Assessment Objective 3: Reflective Recording** - Record ideas, observations and insights relevant to intentions as work progresses.

| **Methods of Recording** | | **Colour Theory** |
|---|---|---|
| *Observational drawing* | Drawing from looking at images or objects. | **Primary**: Red, Yellow, Blue<br>**Secondary**: Primary + Primary<br>**Tertiary**: Primary + Secondary<br>**Shades**: Add black<br>**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<br>**Harmonious**: Colours next to each other on the wheel<br>**Monochromatic**: Shades, tones and tints of one colour<br>**Hue**: The pigment<br>**Warm**: Red, Orange, Yellow<br>**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. |

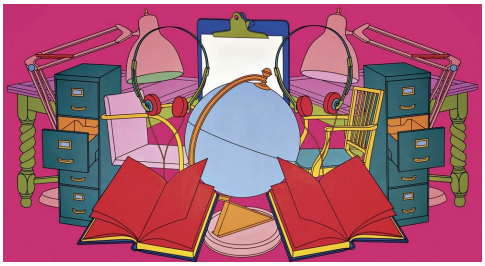



**WEEK 2 & 5:**
**Assessment Objective 1: Contextual Understanding** - Develop ideas through investigations, demonstrating critical understanding of sources.

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

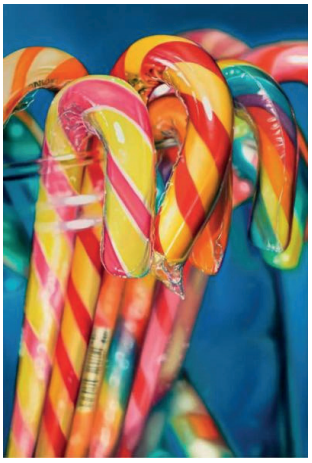
**WEEK 2 & 5:**
**Assessment Objective 1: Contextual Understanding** - Develop ideas through investigations, demonstrating critical understanding of sources.

**Artists/Designers:**



### Michael Craig-Martin

Michael Craig-Martin, born in 1941, started creating work in the 1960's. Thought to be inspired by the Pop Art movement, he uses a stylised drawing technique of everyday household objects. His paintings play with scale and colour. The compositions within his work either show a collection of objects in different scales, or single objects 'floating' on coloured backgrounds. He produces work in both 2D and 3D, always using household objects as his inspiration.



### Sarah Graham

Artist Sarah Graham creates bright and colourful paintings of food that could be described as 'still life', however many of her paintings focus on wrappers, sweets and desserts. Sarah Graham is a British painter, born in 1977. Her artwork is often painted on a large scale using oil paint, giving her beautiful paintings a rich, deep and vivid finish. She tries to capture all of the crinkles, creases and reflections in the wrappers. Adding all of these details and textures to her paintings also makes them more realistic; they could be described as hyper-realistic. Sarah Graham often chooses compositions (layouts) that show a small section of the subject (sweets, wrappers etc.) in focus, with the background out of focus.

**WEEK 3 & 6:**
**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 - Introduction to Programming

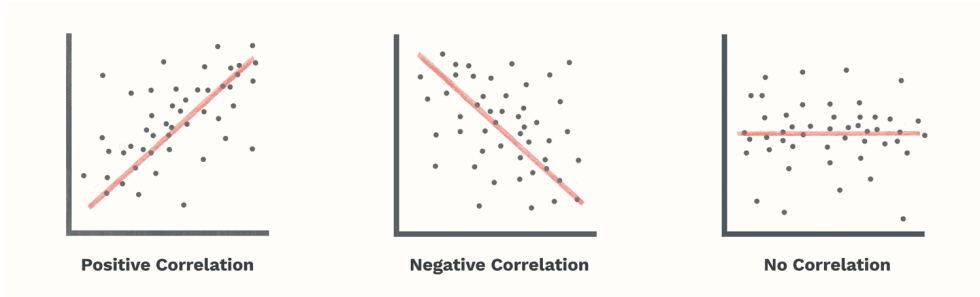
## Week 1: Delving Into Data Science

| Keywords | Knowledge |
|---|---|
| **Data** - individual facts, statistics, or items of information, often numeric.<br><br>**Data Science** - extracting meaning from large data sets in order to gain insights to support decision-making. | **Visualising Data** is a method of analysing and presenting data in a way which makes it interesting to look at but also allows people looking at it to gain information and knowledge<br><br>**Data visualisations** are visual representations of data (such as charts and graphs) intended to help an audience process the information more easily and get a clear idea about the data at a glance.<br><br>**Infographics** are visual representations of data, often involving pictures that reflect patterns and help tell a story.<br><br>The purpose of data visualisations and infographics is to enable people to make insights based on the data that they show<br><br>**Example Question:** What is the difference between a data visualisation and an infographic? |

## Week 2: Global Data

| Keywords | Knowledge |
|---|---|
| **Data Set**- a collection of data<br><br>**Global data**- Data that has been collected from all across the world. | **Large Data Sets** - Advances in technology have made it more feasible to collect, store, and analyse data on a much larger scale<br><br>**Criteria** - When using data sets and making judgments based on them, criteria are the things that you are judging something on<br><br>When looking at large data sets, you will often find that data can be analysed in lots of different ways and can demonstrate multiple different answers to questions that you may have.<br>It is therefore important that you chose the most suitable way to analyse the data, to give you the most reliable answers<br><br>**Example Question:** Why would a large company like Netflix or Amazon need to analyse global data? |

## Week 3: Statistical State of Mind

| Keywords | Knowledge |
|---|---|
| **Variables**- bits of data that can change, which are analysed<br><br>**Trend**- A pattern which shows a link between 2 variables<br><br>**Correlation** - a relationship between 2 sets of data<br><br>**Causation** - When one variable is impacted by another one<br><br>**Outlier** - Data that sits outside of a trend | Correlation is the term for when there is a relationship between 2 different sets of data<br>Positive correlation is shown when 2 sets of numerical data increase or move in the same direction<br>Negative correlation is shown when 1 set of data increases, which the other set of data decreases<br><br>  <br><br><br>**Correlation doesn't always mean causation -** A correlation shows that there is a relationship between two or more variables, but that doesn't guarantee that one causes the other<br><br>**Example Question:** Give an example of 2 sets of data that might show negative correlation |

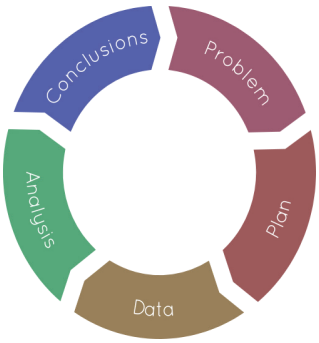
# Year 9 Computing - Introduction to Programming

## Week 4: Data for Action

### Keywords

**Data Cleansing -** detecting and correcting, or removing, corrupt or inaccurate data

### Knowledge




| The Investigative Cycle | |
|---|---|
| Problem | Pose a question that you think the data will help you to answer |
| Plan | Where will we get the data from? How will it be collected? |
| Data | Gather the data and see if it needs cleansing |
| Analysis | Making sense of the data (visualising, spotting trends, writing down observations) |
| Conclusions | What's the answer to your question?<br>How does the data help prove the answer?<br>Is the answer reliable?<br>What can we do with the results? |

Data Collection Methods - when conducting an investigation it is vital to consider how you are going to collect and store the data. To help with this, you should also consider what you might want to do with the data after collection.

**Example Question:** Give an example of why it might be necessary to cleanse data before analysing it?

## Week 5: Clean it up

### Keywords

**CSV -** A plain text file format which can be used to create spreadsheets or visualisations

**Upload -** The ability to take data on your computer and insert it for use in an external website

### Knowledge

Online forms often have the ability to visualise responses.
Some of them may be helpful to us, but none of them will show the potential relationship or correlations between the variables.
Before we use a tool to help us create visualisations, check the data for any errors and download the data to a spreadsheet.

Data Cleansing is vital in order to analyse data as unclean data can cause lots of problems such as identifying correlation.

**Example Question:** What is the difference between a spreadsheet file and a CSV file?

## Week 6: Make a Change

### Keywords

**Conclusion**- the final piece of writing in an investigation or essay, that summarizes the entire work

### Knowledge

When you have completed an investigation it is vital to make conclusions or recommendations based on the analysis that you have completed.

- You should think about the following questions:
- What's the answer to your question?
- How does the data help prove the answer?
- Is the answer reliable?
- What can we do with the results?
- Can we use this data to make a case for action, or has it led to further questions that need to be answered?

**Example Question:** What is the purpose of a conclusion?

## Week 7 and 8: Preparing for Assessment

**Self-quiz the knowledge covered in Weeks 1 - 6**

# Physical Education

## Week 1 & 2 - Warming up

**The Three Stages of a Warm Up**

**Every sports session should start with a warm up to prepare the sports performers both physically and mentally. A warm up helps to reduce the risk of injuries to sports performers.**

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

- **Dynamic Stretches -**
- **WHAT?** Walking lunges, leg swings, squats, side lunge, opening and closing the gates, shoulder rotations, hip circles,
- **WHY?** 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 -**
- **WHAT?** Dribbling in football, passing in netball, light tackling in rugby etc.
- **WHY?** Practising the skills and movements that you will require in the activity to prepare your body and mind for physical activity.

| **Bones** | |
|---|---|
| Upper body (waist up): | Lower body (waist down): |
| • Skull<br>• Clavicle<br>• Scapula<br>• Sternum<br>• Humerus - radius - ulna<br>• Ribcage<br>• Vertebral column<br>• Carpals - metacarpals - phalanges | • Pelvis<br>• Femur<br>• Patella<br>• Tibia<br>• Fibula<br>• Tarsals - metatarsals - phalanges |

## Week 3 & 4 - Fitness Training

**Circuit Training**

**What is circuit training?**

Circuit training involves performing a series of exercises in a special order called a circuit. Each activity takes place at a 'station'.

It can be designed to improve speed, agility, coordination, balance and muscular endurance.

Workout times usually range from 30 seconds to 1 minute with rest intervals starting at 10 seconds and going up to 40 seconds.

**What are the benefits of circuit training?**

The variety of exercises prevents boredom.

As exercises can be done inside, there is no need to worry about the weather.

Any kind of exercise can be included.

You can do circuit training without equipment if you don't have any.

It can improve muscular endurance.

It can improve power.

It can improve aerobic endurance.

**High Intensity Interval Training (HIIT)**

**What is HIIT training?**

A HIIT workout session involves you doing intervals of exercise that range from between 10 seconds and eight minutes in duration, with you working at around 80-90% of your maximum heart rate for that period of time.

These high intensity intervals are followed by recovery phases. These can mean you coming to a complete rest or switching to a lower intensity exercise such as going from a sprint to a jog.

They can take as little as 20 minutes.

Bodyweight exercises – such as pull-ups, push-ups, squat jumps, high knee sprints and sit-ups – work really well for HIIT, so even if you can't make it to the gym, you can still do a session at home.

**What are the benefits of HIIT training?**

They help build a stronger, healthier heart.

By doing just three sessions a week, you'll start to see an improvement in your fitness.

| Choose one of the below sports: | |
|---|---|
| **Week 5 & 6 - Rules of Handball** | **Week 5 & 6 - Rules of Football** |
| **Scoring**<br>● In handball, a goal is scored when the whole of the ball passes between the goalposts and travels fully over the goal line. However, a goal is not awarded until the referee has signalled this and they are confident that no rules have been broken.<br>● At the end of the match, the team with the most goals will be awarded the winners. However, in the event that both teams have the same score, a draw is recorded.<br><br>**Rules**<br>● A competitive game consists of equal 30-minute halves with a 10-15 minute break.<br>● A team cannot keep possession of the ball without attempting to attack.<br>● The start is awarded to the team that wins the coin toss.<br>● A match begins with both teams in their own half.<br>● A goal can be scored from any type of throw.<br>● A player can run with the ball for three steps maximum.<br>● A player can hold a ball for up to three seconds maximum.<br>● A player can continuously dribble, providing they bounce the ball.<br>● A player can take three steps maximum before and after dribbling (no 'double dribble').<br>● Players are not able to endanger an opponent with the ball.<br>● Players are not permitted to pull, hit or punch the ball out of the hands of an opponent.<br>● Players cannot make contact with the ball below the knee.<br>● Players cannot dive on the floor to regain a loose ball.<br>● A player is allowed to use the torso of the body to obstruct an opponent with or without the ball.<br>● A player cannot outstretch arms or legs to obstruct, push, hold, trip or hit.<br>● An attacking player is not allowed to charge into a defensive player.<br>● A throw-in is awarded when the ball goes out of bounds and the thrower must place one foot on the sideline to execute the throw.<br>● All opposing players must stay 3 m away from the throw-in.<br>● All minor fouls or violations are penalised with the awarding of a free-throw which is taken at the place of infringement. | ● A match consists of two 45 minutes halves with a 15 minute half time.<br>● Each team can have a minimum of 11 players (including 1 goalkeeper who is the only player allowed to handle the ball within the 18 yard box) and a minimum of 7 players are needed to constitute a match.<br>● The ball must have a circumference of 58-61cm and be of a circular shape.<br>● Each game must include one referee and two assistant referee's (linesmen). It's the job of the referee to act as timekeeper and make any decisions which may need to be made such as fouls, free kicks, throw ins, penalties and added on time at the end of each half. The referee may consult the assistant referees at any time in the match regarding a decision. It's the assistant referee's job to spot offsides in the match (see below), throw ins for either team and also assist the referee in all decision making processes where appropriate.<br>● To win you have to score more goals than that of your opponents. If the scores are level after 90 minutes then the game will end as a draw apart from in cup games where the game can go to extra time and even a penalty shootout to decide the winner. Players must use their feet to kick the ball and are prohibited to use their hands apart from goalkeepers who can use any part of their body within the 18 yard box.<br>● The whole ball must cross the goal line for it to constitute a goal.<br>● A referee may award a foul if they believe an unfair act is committed by a player. A foul contravenes the laws of the game and can be given for a range of offences (for example, kicking the player, pushing, handball etc).<br>● Fouls are punished by the award of a free kick (direct or indirect, depending on the offence) or penalty kick to the opposing team if it is committed in the penalty box.<br>● In cases of foul play, a referee can penalise players with either a yellow or red card. A yellow card gives a player a warning about their conduct and a red card requires them to leave the pitch.<br>● In the event that a player receives two yellow cards, the referee will automatically show a red card.<br>● A throw-in is awarded to a team if the opposition kicks the ball over the sidelines.<br>● A corner kick is awarded to a team if the opposition kicks the ball over the goal line and either side of the goal posts.<br>● A player is deemed offside if they are in front of the last defender when a teammate passes the ball through to them. |

# Notes

# Stoke Damerel Six

## RESPECT

- Respect each other
- Be kind, treat others how you want to be treated
- Respect yourself

## RESPONSIBLE

- Take responsibility for your learning and behaviour
- Try to be a leader
- Be a positive role model

## RESILIENT

- Commit to your learning
- Try your best
- And try again and again

## PREPARED

- Be prepared and ready to learn
- Be here, be on time and bring everything you need for learning
- Take part in your learning and your school

## PROFESSIONAL

- Be polite
- Be welcoming to all members of our College
- Smile and be friendly

## PRIDE

- Be proud to learn; proud of your work
- Wear your Stoke Damerel uniform with pride
- Be proud of yourself