

YEAR 9

KNOWLEDGE ORGANISER

Trinity 1

Learning - Loving - Living

“Wisdom is not a product of schooling but of the lifelong attempt to acquire it..”

Albert Einstein

Name:

Family Group:



How to use my Knowledge Organiser

The timetable shows the **subjects** you should be studying and the days that you should be studying them. You should **complete your work your exercise book**.

Each evening you should draw a straight line (using a ruler), under the previous day's work, and write the date, clearly at the top. You need to **bring your KO and exercise book with you to school EVERYDAY**.

The **KO** work that you have completed for the week will be checked in Family Group time **EVERY** Friday. If homework is not of an appropriate standard or amount will result in an after school detention. Knowledge tests will also be used frequently in lessons.

Subject Homework

Students will also be **given** additional subject homework to be completed throughout the week and/or can use FREE online revision tools such as www.senecalearning.com

It is also recommended that students regularly **READ** a variety of fiction and non fiction books that they choose for pleasure. This extra reading will help to develop and broaden their general knowledge.

In **ENGLISH** all students will be expected to complete 1-2 reading assignments each week by accessing www.CommonLit.org . Each assignment will take 20-30 minutes and students will be required to answer multiple choice questions to check their understanding of what they have read.

Each class has a code based on the set they are in:

English Set Class Code for Commonlit

9.4	R8NJK5
9.3	77VZQZ
9.2	379E93
9.1	QD96JG
9GR	Y8K6V3

In **MATHS** students are expected to watch short explanation videos and complete activities on the online platform of <https://mathswatch.co.uk>. Students can log in using the details and password they use to log in to the school computers.

Homework Timetable

You should spend *at least* **1 hour** per night on homework = 3 subjects x 20 mins per subject

Year 9	Subject 1	Subject 2	Subject 3
Monday	Maths	Option A	Option C
Tuesday	English	Option B	Option C
Wednesday	Maths	Religious Education	English
Thursday	English	Science	Option A
Friday	Maths	MFL	Option B

Retrieval activity ideas

Knowledge organisers are for **learning and mastering** the knowledge in each subject. There are many different ways you can do this, however some **PROVEN** methods to try in your work book are:



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4 Methods of Retrieval Practice

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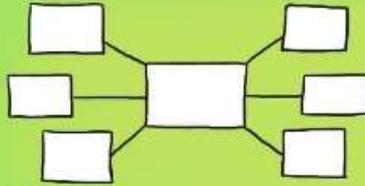
Before you start put away all your books & classroom materials.

Retrieval Practice Examples

- * Exit Tickets
- * Starter quizzes
- * Multiple choice quizzes
- * Short answer tests
- * Free write
- * Think, pair, share
- * Ranking & sorting
- * Challenge grids

BRAIN DUMP

Write, draw a picture, create a mind-map on everything you know about a topic.



Give yourself a time limit, say 3 minutes, then have a look at your books & add a few things you forgot.

QUIZZING

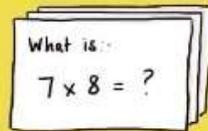
Create practice questions on a topic. Swap your questions with a partner & answer.

Question - What is a metaphor?

- A comparison using 'like, as, than'.
- A comparison where one thing is another.
- A comparison with a human attribute.

FLASHCARDS

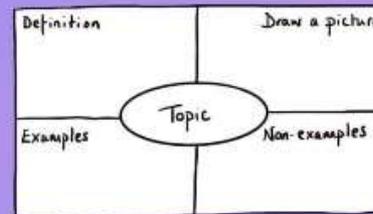
Create your own flashcards, question on one side answer on the other. Can you make links between the cards?



You need to repeat the Q&A process for flashcards you fail on more frequently & less frequently for those you answer correctly

KNOWLEDGE ORGANISERS

Complete a knowledge organiser template for key information about a topic.



You can use knowledge organisers to learn new vocab & make links in between subjects or ideas.

After you have retrieved as much as you can go back to your books & check what you've missed. Next time focus on that missing information

Using flash cards successfully

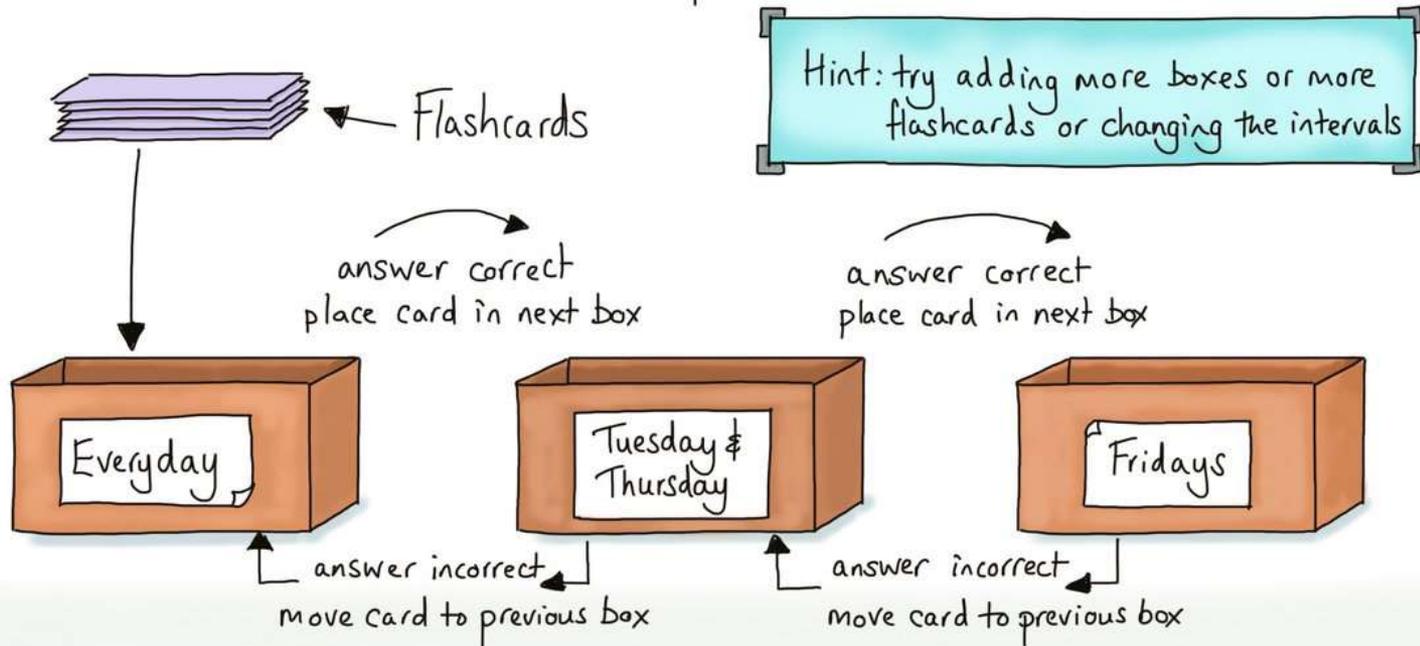


Once flash cards are created, you will need to use them correctly to have an impact. Follow the method below for the best knowledge retention

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LEITNER Flash card method

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An effective use of flashcards to prompt & recall learning using spaced practice proposed by Leitner in the 1970s. It focuses on the proficiency of recall of the learner. Information which is easily recalled has a longer time lapse before the next recall opportunity.

Important Ideas

Example 1: Writing a terminating decimal

5 or $5 \div 8 = 8$

$$\begin{array}{r} 0.625 \\ 8 \overline{)5.000} \\ \underline{48} \\ 20 \\ \underline{16} \\ 40 \\ \underline{40} \\ 0 \end{array}$$

So $\frac{5}{8} = 0.625$

BIDMAS

$7 \times 4 + (5 - 12 \div 6)^2$

Step 1 - Brackets, divide from left to right

$$= 7 \times 4 + (5 - 2)^2$$

Step 2 - Solve index

$$= 7 \times 4 + 3^2$$

Step 3 - Multiply

$$= 28 + 9$$

Step 4 - Add

$$= 37$$

Rounding Decimal Numbers

Round 6.378 to the nearest hundredth (2 decimal places or 2dp).

Step 1, **Underline** the digit in the given place. (UNDERSCORES)

Step 2, Circle the number to its right.

Step 3, If 5 or more than 5 we add 1 to the hundredths place.

Step 4, When rounding decimals, **DELETE** all digits to the right of the given place.

INDEX LAWS

Index, exponent, power

$$a^m \times a^n = a^{m+n}$$

$$a^m \div a^n = a^{m-n}$$

$$(a^m)^n = a^{m \times n}$$

$$(ab)^m = a^m b^m$$

$$\left(\frac{a}{b}\right)^m = \frac{a^m}{b^m}$$

$$a^0 = 1$$

$$a^{-m} = \frac{1}{a^m}$$

$$a^{m/n} = \sqrt[n]{a^m}$$

Q & A

Use any operation that you like to convert to a given.

Round to the underlined digit.

① 0.04530 = 0.05 ② 0.06229 = 0.1

③ 2.253 = 2.000 ④ 0.1453 = 0.1

⑤ 7.943 = 7.94 ⑥ 150.9 = 200

⑦ 0.04313 = 0.043 ⑧ 853.5 = 853.5

⑨ 0.3052 = 0.305 ⑩ 1.510 = 1.51

⑪ 125.6 = 130 ⑫ 5.567 = 5.600

⑬ 0.5463 = 0.546 ⑭ 9.210 = 9.900

⑮ 0.02271 = 0 ⑯ 8.456 = 8.456

⑰ 26.45 = 30 ⑱ 840.8 = 841

⑲ 0.02627 = 0 ⑳ 308.8 = 900

$a^4 \times a^3 = a^7$ $b^6 \div b^4 = b^2$ $c^3 \times c^2 = c^5$ $d^5 \div d^4 = d$

$4^4 \times 4^3 = 4^7$ $6^6 \div 6^4 = 6^2$ $3^3 \times 3^2 = 3^5$ $5^5 \div 5^4 = 5$

$a^4 \div a^3 = a$ $b^7 \div b^7 = 1$ $c^9 \div c^9 = 1$ $d^5 \div d^5 = 1$

$(4^2)^3 = 4^6$ $(5^3)^2 = 5^6$ $(4^3)^4 = 4^{12}$ $(3^4)^2 = 3^8$

$144^{\frac{1}{2}} = 12$ $8^{\frac{1}{3}} = 2$ $27^{\frac{1}{3}} = 3$

$2^{-1} = \frac{1}{2}$ $3^{-2} = \frac{1}{9}$ $5^{-1} = \frac{1}{5}$ $4^{-2} = \frac{1}{16}$

Key Facts

Square and Cube Root Reference Chart

Number	Second Power	Square Root	Third Power	Cubed Root
n	n ² = n . n	√perfect square	n ³ = n . n . n	³ √perfect cube
n root	Square of n		Cube of N	
1	1 ²	√1	1 ³	³ √1
2	2 ²	√2	2 ³	³ √8
3	3 ²	√9	3 ³	³ √27
4	4 ²	√16	4 ³	³ √64
5	5 ²	√25	5 ³	³ √125
6	6 ²	√36	6 ³	³ √216
7	7 ²	√49	7 ³	³ √343
8	8 ²	√64	8 ³	³ √512
9	9 ²	√81	9 ³	³ √729
10	10 ²	√100	10 ³	³ √1000
11	11 ²	√121	11 ³	³ √1331
12	12 ²	√144	12 ³	³ √1728
13	13 ²	√169	13 ³	³ √2197
14	14 ²	√196	14 ³	³ √2744
15	15 ²	√225	15 ³	³ √3375
16	16 ²	√256	16 ³	³ √4096
17	17 ²	√289	17 ³	³ √4913
18	18 ²	√324	18 ³	³ √5832
19	19 ²	√361	19 ³	³ √6859
20	20 ²	√400	20 ³	³ √8000

Vocabulary

Estimation	To find a value that is close enough to the right answer, usually with some thought or calculation involved.
Order of Operations	In mathematics, the order of operations is a collection of rules that tells which procedures to perform first in order to evaluate a given mathematical expression.
Index	An index number is a number which is raised to a power. The power, also known as the index, tells you how many times you have to multiply the number by itself.

MathsWatch References

Decimals	3. 17, 18, 66, 67, N1b, N2b, N13b, N14b, N15b, N17b, N28b, N29b, N40a, N40b
Rounding	31, 32, 90
Estimation	91
Order of Operations	75
Negative Numbers	68a, 68b
Square, Square Roots, Cube, Cube Roots	81

Comparing & Ordering Decimals

All numbers have value. You can compare the value of two number by using the following symbols:

Greater Than $>$ **Less Than** $<$ **Equal To** $=$

Follow these steps to compare two numbers.

Step 1: Line up the numbers according to place value.

$$\begin{array}{r} 12.4 \\ 12.39 \end{array}$$

Step 2: Compare the numbers in each place starting with the largest.

Start here
1 = 1
2 = 2
4 is more than 3
So,
12.4 is greater than 12.39

Step 3: Use the symbols to show the relationship between the two numbers

$$12.4 > 12.39$$

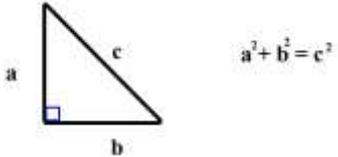
To order a group of numbers, you complete steps 1-3 with more than 2 numbers.

Start here
3 > 5
4 is more than 3 (3 < 4) the greatest
5 is greater than nothing (5 > 0 is next largest)
So,
3.45 is greater than 3.39 which is greater than 3.3

Year 9 T1 HIGHER – Geometry

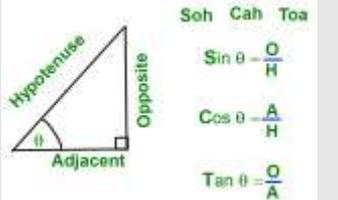
Methods Explored

Pythagoras Theorem : sides only in right angle triangles



The sides are labelled in relation to the angle given or required to be found.

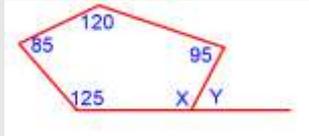
Trigonometry : angles and sides in right angle triangles.



Once you find the exterior angle you can use angles on a straight line to find the interior angle. Since to round the outside of any shape you do a full circle around it we can use the formula:

$$\text{Exterior angle} = 360 \div \text{Number of sides}$$

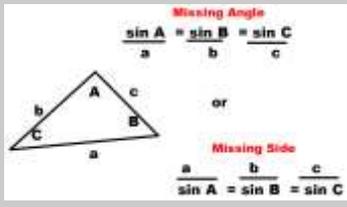
Irregular polygons do not have equal sides or angles so you need to work each angle out separately.



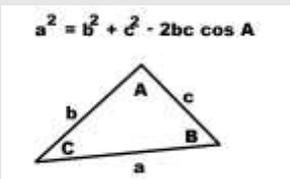
(Angles in a pentagon = 540)

Formulas to learn off by heart

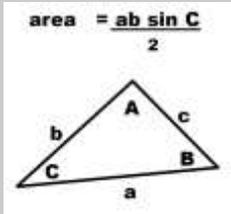
Sine Rule : when you know a combination of at least two pairs of sides and their opposite angles with one missing element.



Cosine Rule : Two sides and the angle between them is known (or can be found).



Area of a triangle rule : Two sides and the angle between them is known (or can be found).



Exact Trigonometric values

	0°	30°	45°	60°	90°
sin	0	1/2	1/√2	√3/2	1
cos	1	√3/2	1/√2	1/2	0
tan	0	1/√3	1	√3	-

Vocabulary

Corresponding angles

Same position. Same size.



Supplementary angles

Different place, different size. They add up to 180.



Alternate angles

Rotations of each other. Equal in size.



Vertically opposite

Opposite. Same size.

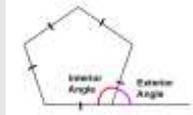


Regular Polygon

Any shape which has equal length sides. This also means that all the angles are the same size.

Exterior / interior angles

The two angles formed when you extend the side of a polygon in a straight line outwards from the shape.



Maths Watch References - for further self study

45	Angles on a line / Around a point
121	Angles in a triangle
123	Angles in polygons
122	Special case triangles
150	Pythagoras theorem
156	Reasoning
168	Trigonometry
173	Exact Trigonometric values
201	Sine rule
202	Cosine rule
203	Area of triangle

A Christmas Carol by Charles Dickens YEAR 9 ENGLISH		Stylistic features and relevant terms	Definition
The Gothic Genre	<p>1) London is opaque, funereal, tenebrous and ominous</p> <p>2) Scrooge’s house is in a lonely, industrial part of town, very dark and foggy, and very old and sparsely furnished.</p> <p>3) Scrooge and London link to inequality, exploitation, greed, capitalism</p> <p>4) Gothic stories deal with doubt: religion becomes less important, an interest in the supernatural replaces this.</p> <p>5) Gothic stories often take place in exotic and strange locations: Dickens uses this convention by having Scrooge fly through London and beyond with the Spirits.</p> <p>6) Characters in Gothic novels are often one-dimensional, or stock, characters who do not change over the course of the novel. Scrooge as a Gothic character subverts this because he changes dramatically as a result of his experiences in the novella.</p> <p>7) Like many Gothic characters, Scrooge is a tyrant to begin with.</p>	1. Allegory	A story, poem or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one.
		2. Gothic	A genre or mode of literature and film that combines fiction and horror, death, and at times romance.
		3. Motif	A recurring theme or idea in literature or artistic work
		4. Parody	An imitation of the style of a particular writer, artist, or genre with deliberate exaggeration for comic effect.
Historical context	<hr/> <p>1. 1824 – Dickens’ father is sent to jail for debt and Dickens has to give up his education until his father inherits some money and he goes to a private school</p> <p>2. Dickens was put to work in a warehouse, pasting labels on bottles. He had experience of poverty.</p> <p>3. Dickens became a writer of fiction and journalism, reporting on court cases and working for radical newspapers on his disillusionment with politics and the class system.</p> <p>4. 1832 – The Great Reform Bill gave many middle class property owners the right to vote for the first time. Large sections of the middle classes, the working classes and women still didn’t have the right to vote.</p> <p>5. 1834 – Poor Law Amendment Act – Led to a cut in aid given to paupers to help them stay in their own homes. Workhouses were created which poor people would have to live and work in, if they were unable to pay for their own housing.</p> <p>6. December 1840 and February 1843 – Children’s Employment Commission reports.</p> <p>7. September 1843 – Dickens visits a “Ragged School.”</p> <p>8. October 1843 – Dickens speaks at an event for Manchester Athenaeum, an organisation bringing education and culture to the working masses.</p> <p>9. December 1843 Dickens writes A Christmas Carol focusing on how many of society’s ills can be blamed on greed for money and status.</p> <p>10. December 1843 Dickens writes A Christmas Carol focusing on how many of society’s ills can be blamed on greed for money and status.</p>	5. Foil	A foil is a character who contrasts with another character —usually the protagonist— to highlight particular qualities of the other character.
		6. Morality tale	A story which comments on issues of right and wrong.
		7. Malthusian economics	A theory put forward by Revd Thomas Malthus, in his famous Essay on Population, that without some check - like famine or pestilence - human populations naturally grew faster than food production.
		8. Deprivation	The damaging lack of material benefits considered to be basic necessities in a society
		9. Dehumanisation	To deprive of positive human qualities.
		10. Utilitarianism	the doctrine that actions are right if they are useful or for the benefit of a majority
		11. Redemption	The action of being saved from sin, error or evil
		12. Philanthropy	The desire to promote the welfare of others, expressed especially by the generous donation of money to good causes.
		13. Secular	Not connected with religious or spiritual matters.
		14. Austere	Severe or strict in manner or attitude

YEAR 9 ENGLISH

Key Vocabulary	Definition		
1) Forlorn (adj)	Pitifully sad or lonely	16) Ostracised (v)	Exclude from a society or group.
2) Allegory (n) Allegorical (adj)	A story, poem or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one.	17) Deprivation (n) Deprive(v)	The damaging lack of material benefits considered to be basic necessities in a society
3) Apathy (n) Apathetic (adj)	Showing or feeling no interest, enthusiasm or concern	18)Hyperbolise (v) Hyperbole (n)	Represent something as being larger, better, or worse than it really is; exaggerate.
4) Malevolent (a) Malevolence (n)	Having or showing a wish to do evil to others, showing ill-will.	19) Philanthropy (n) Philanthropist (n) Philanthropic (adj)	The desire to promote the welfare of others, expressed especially by the generous donation of money to good causes.
5) Avarice (n) Avaricious (adj)	Extreme greed for wealth or material gain.	20) Opulence (n) Opulent (adj)	great wealth or luxuriousness
6) Abject (adj)	Extremely unpleasant or degrading, completely without pride or dignity	21) Stalwart (adj)	loyal, reliable, and hard-working
7) Deprivation (n) Depraved (adj) Deprive (v)	The damaging lack of material benefits and basic necessities	23) Abject (adj)	Experienced or present to the maximum degree.
8) Empathy (n) Empathetic (adj) Empathise (v)	The ability to understand and share the feelings of another	24) Symbolic (adj) Symbol (n) Symbolism (n)	A thing that represents or stands for something else
9) Rapacious (adj)	Aggressively greedy or grasping	25) Destitute (adj) Destitution (n)	extremely poor and lacking the means to provide for oneself
10) Destitute (adj) Destitution (n)	Extremely poor and lacking the means to provide for oneself.	26) Antithesis	First you mention one thing, then you mention another. Both elements are often opposites
11) Disdain (n) (v) Disdainful (adj)	The feeling that someone or something is unworthy of one's consideration or respect.	27)Parallelism	Giving two or more parts of the sentences a similar form and structure so as to give the passage a definite pattern
12) Contempt (n) Contemptuous (adj)	The feeling that a person or a thing is worthless or beneath consideration.	28) Epistrophe	When you end each sentence or clause with the same word
13)Supplication (n) Supplicate (v)	Ask or beg for something earnestly or humbly	29) Polypotton	The repeated use of one word as different parts of speech or in different grammatical forms
14) Obsequious (adj) Obsequiousness (n)	Obedient or attentive to an excessive or servile degree.	30) Imperative	Giving a command or order to the listener or audience
15) Disconcerting (adj) Disconcert (v)	Causing one to feel unsettled.	31) Aposiopesis	A pause-when someone doesn't finish a sentence (...)

Year 9 SCIENCE T1 knowledge organiser- MOVING AND CHANGING MATERIALS PART 1

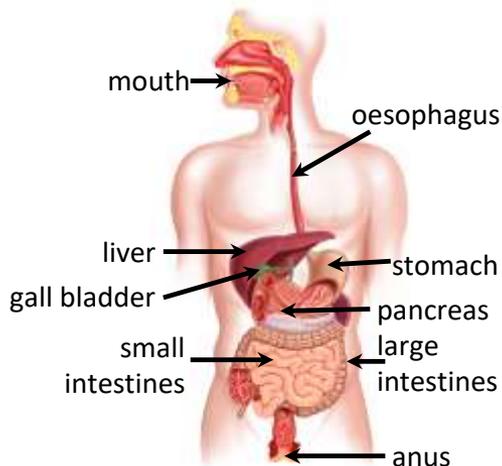
1. Transport in cells

Diffusion <u>No</u> energy required	Movement of particles in a solution or gas from a higher to a lower concentration	E.g. O ₂ and CO ₂ in gas exchange, urea in kidneys. Factors that affect the rate are concentration, temperature and surface area.
Osmosis <u>No</u> energy required	Movement of water from a dilute solution to a more concentrated solution	E.g. Plants absorb water from the soil by osmosis through their root hair cells. Plants use water for several vital processes including photosynthesis and transporting minerals.
Active transport ENERGY required	Movement of particles from a dilute solution to a more concentrated solution	E.g. movement of mineral ions into roots of plants and the movement of glucose into the small intestines.

The greater the difference in concentrations the faster the rate of diffusion.

3. Digestive system

An organ system in which organs work together to digest and absorb food.



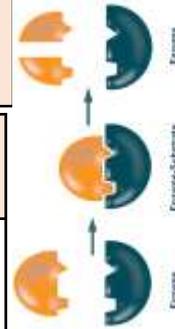
Digestive enzymes speed up the conversion of large insoluble molecules (food) into small soluble molecules that can be absorbed into the bloodstream

2. Enzymes

Enzymes catalyse (increase the rate of) specific reactions in living organisms

The 'lock and key theory' is a simplified model to explain enzyme action

Enzymes catalyse specific reactions in living organisms due to the shape of their active site



Large changes in temperature or pH can stop the enzyme from working (denature)

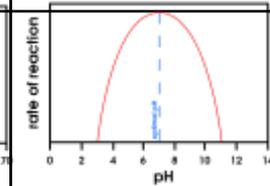
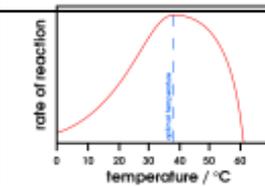
Temperature too high *pH too high or too low*

Enzyme changes shape (denatures) the substrate no longer fits the active site.

The activity of enzymes is affected by changes in temperature and pH

Enzymes activity has an optimum temperature

Enzyme activity has an optimum pH



Carbohydrases
(e.g. amylase)

Made in salivary glands, pancreas, small intestine

Break down carbohydrates to simple sugar (e.g. amylase breaks down starch to glucose).

Proteases

Made in stomach, pancreas

Break down protein to amino acids.

Lipases

Made in pancreas (works in small intestine)

Break down lipids (fats) to glycerol and fatty acids).

Bile (not an enzyme)

Made in liver, stored in gall bladder.

Emulsifies lipids to increase surface area to increase the rate of lipid break down by lipase. Changes pH to neutral for lipase to work

4. Food tests

Sugars (glucose)	<i>Benedict's test</i>	Orange to brick red precipitate.
Starch	<i>Iodine test</i>	Turns black.
Biuret	<i>Biuret reagent</i>	Mauve or purple solution.

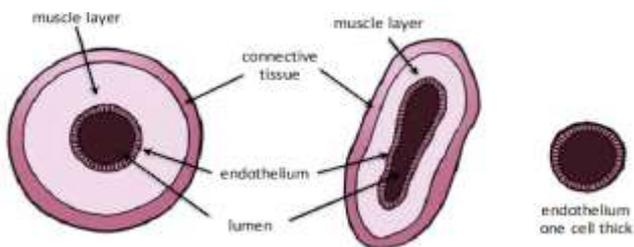
Year 9 SCIENCE T1 knowledge organiser- MOVING AND CHANGING MATERIALS PART 2

5. Exchange surfaces

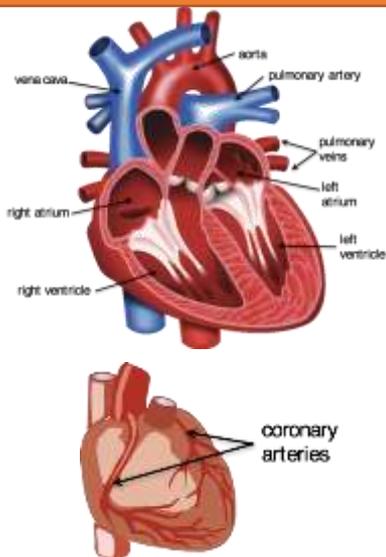
Small intestines	<i>Villi – increase surface area, Good blood supply – to maintain concentration gradient, Thin membranes – short diffusion distance.</i>
Lungs	<i>Alveoli– increase surface area, Good blood supply – to maintain concentration gradient, Thin membranes – short diffusion distance.</i>
Gills in fish	<i>Gill filaments and lamella – increase surface area, Good blood supply – to maintain concentration gradient, Thin membranes – short diffusion distance.</i>
Roots	<i>Root hair cells - increase surface area.</i>
Leaves	<i>Large surface area, thin leaves for short diffusion path, stomata on the lower surface to let O₂ and CO₂ in and out.</i>

6. Blood vessels

Artery	Vein	Capillary
<i>Carry blood away from the heart</i>	<i>Carry blood to the heart</i>	<i>Connects arteries and veins</i>
Thick muscular walls, small lumen, carry blood under high pressure, carry oxygenated blood (except for the pulmonary artery).	Thin walls, large lumen, carry blood under low pressure, have valves to stop flow in the wrong direction, carry deoxygenated blood (except for the pulmonary vein).	One cell thick to allow diffusion, Carry blood under very low pressure.



7. The heart

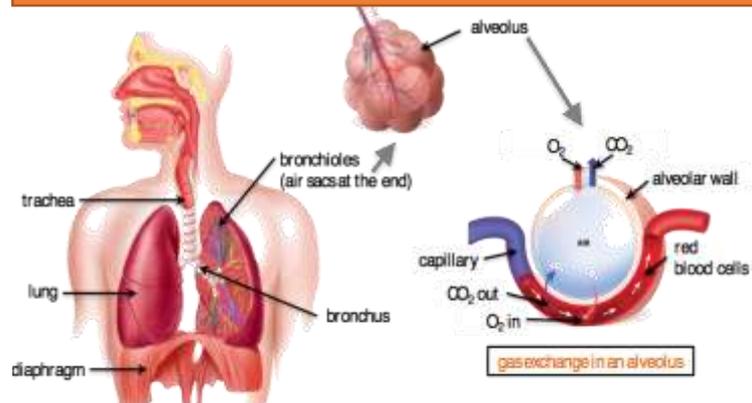


Different structures in the heart have different functions	Right ventricle	Pumps blood to the lungs where gas exchange takes place.
	Left ventricle	Pumps blood around the rest of the body.
	Pacemaker (in the right atrium)	Controls the natural resting heart rate. Artificial electrical pacemakers can be fitted to correct irregularities.
	Coronary arteries	Carry oxygenated blood to the cardiac muscle.
	Heart valves	Prevent blood in the heart from flowing in the wrong direction.

8. Blood

Plasma (55%)	<i>Pale yellow fluid</i>	Transports CO ₂ , hormones and waste.
Red blood cells (45%)	<i>Carries oxygen</i>	Large surface area, no nucleus, full of haemoglobin.
White blood cells (<1%)	<i>Part of the immune system</i>	Some produce antibodies, others surround and engulf pathogens.
Platelets (<1%)	<i>Fragments of cells</i>	Clump together to form blood clots.

9. Lungs



Trachea	<i>Carries air to/from the lungs</i>	Rings of cartilage protect the airway.
Bronchioles	<i>Carries air to/from the air sacs (alveoli)</i>	Splits into multiple pathways to reach all the air sacs.
Alveoli	<i>Site of gas exchange in the lungs</i>	Maximises surface area for efficient gas exchange.
Capillaries	<i>Allows gas exchange between into/out of blood</i>	Oxygen diffuses into the blood and carbon dioxide diffuses out.

No	Key Term	Definition
1	Urban	Town or city
2	Urbanisation	The growth of towns and cities
3	Megacity	A city with a population of 10 million people or more.
4	World City	A city with global influence.
5	Urban Primacy	The importance and influence is bigger than the size would suggest.
6	Formal Sector	The government knows you are working, have contracts and pay taxes.
7	Informal Sector	The government doesn't know a person is working. No contracts and they pay no tax.
8	Conurbation	Merging of towns and cities into one large city.
9	Net Growth	Means the number of people left after subtracting those leaving from those arriving
10	Deindustrialisation	Closure of industries.
11	Knowledge economy	People supplying their expertise.
12	Rural-urban migration	People moving from the countryside to towns and cities.
13	Regeneration	The redeveloping of former industrial areas or housing to improve them.
14	Brownfield sites	Sites that are former industrial areas that have been developed before.



No	Mumbai	
15	Slum/squatter settlement	An illegal settlement.
16	Peninsula	Land surrounded by water on three sides.
17	Chawls	Low income multi-story buildings.
18	Site	Physical location of a place
19	Situation	The situation of a settlement is its location in relation to surrounding human and physical features

No.	Mumbai key facts	
20	Site	In Maharashtra, central west India
21	Situated	Has India's biggest port – advantage is it is deep and sheltered with easy access to Africa, Middle East and Europe via the Suez canal.
22	CBD	Located on the western tip at the old harbour.
23	Population	Estimate 16 million
24	Squatter settlements	60% of population live in slums – most on the outskirts of the city.
25	Est.growth.	20 million by 2020.Largest city in the world by 2050.
26	Migration rate	1000 people a day- mostly from rural-urban migration.
27	Natural increase	1.4% a year- most migrants are in their 20s and 30s and will start families in Mumbai.
28	Dharavi	Name of large inner city squatter settlements
29	No. of people per house in Dharavi	13-17
30	People per toilet in Dharavi	625
31	Number of railways deaths	10 a day- mostly from those living next to the railway and crossing without looking.

Knowledge Organiser: c.1000-c.1500: Crime, punishment and law enforcement in Medieval England

Anglo Saxon Crime and Punishment	
1	Crime and Punishment were dealt with by local communities with some involvement of the King and the Church. In 1066 a dramatic change occurred in England when William of Normandy invaded. The new regime sparked challenges to government authority. As the medieval period continued, the growth of towns led to a rise in crime rates in some areas. This prompted new ideas about law enforcement. Throughout this period, the church played an important part in defining and enforcing the law.
Key events	
2	954 – English kingdoms unite under one king.
3	1066 – William I is crowned King of England.
4	1066-1087 – Resistance to William’s rule was put down brutally.
5	1072 – Forest Laws are introduced.
6	1086 – Domesday Book.
7	1154 – Henry II became King.
6	1164 – Constitutions of Clarendon. Henry II reorganised the courts and set up prisons for those awaiting trial.
8	1194 – Coroners are introduced.
9	1215 – Trial by ordeal ends.
10	1348 – Black Death reaches England.
11	1485 – Henry Tudor becomes King Henry V11.
Key Concepts	
12	Rural population – 90% of people lived in the countryside.
13	During the Anglo-Saxon period, the power and influence of the King over crime and punishment grew . The role of the Catholic Church grew too and they wanted to give criminals opportunities to save their souls. The use of punishments, including capital punishment, grew.
14	The Anglo-Saxons believed it was the victim’s responsibility to seek justice if a crime was committed. However, the whole community should play a role in delivering justice.
15	Under the Normans, systems were centralised . This was a way of boosting the visible power of the King.
16	In the later Middle Ages, there was a shift away from local communities dealing with crime in their area towards a system where crime was dealt with by government appointed officials .
17	The church was an extremely powerful institution which controlled people’s thought and actions.

Key Words		
18	King’s Peace	Anglo-Saxons believed that it was the King’s duty to take care of law and order, so people could go about their everyday lives knowing that the law would be upheld.
19	Anglo-Saxon social structure	King, nobles, freemen and serfs.
20	Treason	Betraying the King – for example, by helping his enemies, or plotting to kill or replace him.
21	Crimes against the person	Crimes like assault or murder that cause physical harm to another person.
22	Crimes against property	Crimes like theft, robbery and arson, that involve taking or damaging something that belongs to another person.
23	Collective responsibility	Being responsible for the actions of other members of your group. In a village community if someone broke the law, it was up to everyone in the village to take action.
24	Reeve	A local official, appointed from the community.
25	Abbeys	Communities of monks or nuns.
26	Moral crimes	Actions that didn’t physically harm anyone, or their property, but didn’t match up to society’s views on decent behaviour: for example, having sex outside of marriage, or not sticking to the rules and customs of the church.
27	King’s shire reeve	A man who was appointed locally to bring criminals to justice. The term ‘shire reeve’ later turned into the word ‘sheriff’.
28	Tithing	Made up of 10 men over the age of 12. All were responsible for the behaviour of each other. One man from each tithing had to meet regularly with the shire reeve.
29	Hue and cry	Shouting for help if a crime had been committed. Everyone who heard it was expected to bring chase and capture the suspects.
30	Petty theft	Stealing small, low value items.
31	Maiming	Causing physical harm. A criminal could be punished by having a hand or ear cut off, or their tongue cut out.
32	Oath	A formal declaration of the facts, calling on God to witness that what is said is true.
33	Trial by ordeal	A way of testing whether the accused was innocent or guilty in the eyes of God.
34	Trial by hot iron/ hot water	Heat was used to burn one of the accused’s hands which was then bandaged. If the burn healed well, the accused was innocent.
35	Trial by cold water	The accused was thrown into cold water with their arms tied. Anyone who floated was judged guilty.
36	Wergild	Fines paid to the victim’s family. For murder. How much was determined by social status.
37	Capital punishment	The death penalty
38	Corporal Punishment	A range of punishments that caused harm or pain to the body – including being beaten or having body parts removed.
39	Retribution	A severe punishment, meant to match the severity of the crime.
40	Deterrent	A punishment that is frightening or painful and designed to put other people off committing the same crime.
41	Stocks and pillory	The pillory secured the arms and neck. The stocks secured the ankles. In full view, in bad weather for days on end, rubbish would be thrown at the accused and verbal abuse.
42	Castles	Built by the Normans to keep a careful watch on communities and to look intimidating.
43	Feudal system	Everybody owed money or service to the class above them.
44	Murdrum	If the murderer was not found, then a large sum of money had to be paid by the hundred where the body was found.
45	Forest Law	All common land was now strictly controlled by the King.
46	Poaching	Illegal hunting on land that belongs to someone else.
47	Outlaw	Any man aged 14 and over who tried to avoid trial and punishment by running away from his community. They could be killed without any legal consequences for the person responsible.
48	Folville gang	A group of upto 50 outlaws who operated in England in the C14th.
49	King’s mund	All men under the Normans should expect to live safe from crime under the authority of the King.
50	Brand	Make a mark on a criminal by burning their flesh with hot iron. They would now permanently stand out as a criminal.
51	Trial by combat	The two combatants fought to the death or until one gave in. It was usually used to settle disputes over money or land.
52	Statute of Labourers	Made it a crime to ask for higher wages.
53	Heresy	Made disagreeing with the teachings of the church a crime.
54	Secular	Non religious
55	Clergy	People who work for the church including priests.
56	High treason	Plotting to kill or betray the King.
57	Hanged, drawn and quartered	Semi strangled, then revived, abdomen cut open, intestines drawn out and limbs severed and displayed.
58	Banished	Ordered to leave the country.
59	Trial of consecrated bread	The priest had to pray and ask that when he ate a piece of consecrated bread, the bread would choke him if he lied about the crime of which he was accused.

Knowledge Organiser: c.1500-c.1700: Crime, punishment and law enforcement in Early Modern England

Early Modern England Crime and Punishment	
1	Between c.1500-c.1700, there were wide ranging social, religious and political changes in England. Religion became more volatile after Henry VIII's divorce. Many religious activities were now viewed as religious crimes. The Gunpowder Plot increased fears around religious conflict in England. The English Civil Wars also led to great instability. The C17th saw persecution for witchcraft and during this period, the ruling elite continued to use the law to protect their own position in society. Punishment became harsher and more varied.
Key events	
2	1509-47 – Reign of Henry VIII.
3	1547-53 – Reign of Edward VI.
4	1547 – Vagrancy Act – An able bodied vagabond who was without work for more than 3 days was to be branded with the letter V and sold as a slave for 2 years.
5	1553-58 – Reign of Mary I.
6	1558-1603 – Reign of Elizabeth I.
7	1597 – Act for the Relief of the Poor – included harsh punishments to act as a deterrent to vagrants.
8	1601 - Poor Laws aimed to make all local parishes provide poor relief for anybody who was not physically fit to work.
9	1603-25 – Reign of James I.
10	1605 – Gunpowder Plot.
11	1606 – Popish Recusants Act – forced Catholics to take an oath of allegiance to the English Crown.
12	1653-1658 – Rule of Oliver Cromwell as Lord Protector.
13	1671 - Game Act – poaching was illegal.
14	1688 – 50 capital crimes.
Key Concepts	
15	Religious changes in the C16th led to new and changing definitions of criminal activity.
16	Economic changes led to an increase in unemployment and vagrants and a suspicion of the poor by the upper classes.
17	Poaching and smuggling were seen to be ' social crimes '.
18	The population grew dramatically , from 2.5 million in 1500 to 5 or 6 million by 1700. Urban areas grew too.
19	Between 1500 and 1700, law enforcement was similar to how it had been in the Middle Ages . The community were still expected to take a leading role in stopping and finding suspects .
20	Growth of towns and rising crime rates meant that a new co-ordinated approach to enforcing law was needed .
21	Catholic persecution increased after the Gunpowder Plot of 1605.

Key Words		
22	Martin Luther	German monk who protested against the Catholic Church.
23	Reformation	The change from Catholicism to Protestantism.
24	Heretics	People who had a different religion to the monarch.
25	Treason	To challenge the authority of the monarch and their authority as Head of the Church of England.
26	Burned at the stake	Tied to a wooden post and a fire lit beneath the victim.
27	Middle Way	The attempt of Elizabeth I to create a Protestant Church that was not too challenging to Catholic traditions.
28	Act of Uniformity	Everyone had to go to church on Sundays and holy days or pay a fine.
29	Recant	Make a public statement that you have changed your religious beliefs.
30	Excommunicate	Eject from the Catholic Church.
31	Fox's Book of Martyrs	Published 1563, it describes the persecution of Protestants by Catholics under the reign of Bloody Mary (Mary I).
32	Vagabonds/Vagrants	Unemployed and homeless people who left their village or town in search of work.
33	Deserving Poor	Elderly and disabled.
34	Undeserving Poor	Those fit to work but did not.
35	Poor Relief	Financial assistance for the poorest members of society.
36	Enclosed	Fenced off for the exclusive use of the landowner.
37	Import Duties	Taxes payable on goods imported into the country.
38	Smuggling	Sneaking good into the country to avoid import duties.
39	Decriminalise	Make an activity legal, or no longer a crime.
40	Puritan	A radical Protestant.
41	Protectorate	The period that Oliver Cromwell was in charge.
42	Night watchman	Early form of policing. Worked for the town constable who was employed by the town authorities.
43	Thief takers	Paid a reward for catching a criminal and delivering them to the law.
44	Jonathan Wild	An infamous thief taker in London who secretly led a gang of thieves who claimed rewards when they handled stolen goods.
45	Bridewell Prison	Built in 1556 and used to punish poor people who had broken the law.
46	Capital Crime	A crime that is punished by the death penalty.
47	Pardon	When a person is let off punishment for a crime of which they have been convicted.
48	Bloody Code	Harsh attitude to law making. Many crimes were punishable by death.
49	Transportation	Being sent away from England to serve a period of punishment in a colony abroad.
50	Colonies	New settlements in foreign lands – often taken by force from the original inhabitants.
51	Plead for belly	Pregnant women condemned to death asked to be allowed to live until the baby was born.
52	Rehabilitation	Help someone return to normal life and society after they have committed a crime.
53	Conspirator	Someone who is involved in a conspiracy – a secret plan to do something illegal.
54	Pact	A formal agreement.
55	Demonologie	Book published in 1597 by James I about the nature of Hell and witches.
56	Superstition	Belief based on old ideas about magic rather than reason or science.
57	Matthew Hopkins	A self proclaimed Witchfinder General who hunted down witches in the East of England.
58	Familiars	Animals who worked for the devil and witches.
59	Swimming Test	Involved drowning the accused. The guilty would float and the innocent would sink.
60	Enlightenment	Philosophical movement of the C17th and C18th that focused on the use of reason to question and analyse ideas that were previously taken for granted.
61	Royal Society	Established in London in 1660 and brought together thinkers and scientists from a wide range of academic fields.

BOX 1: Christian Worship

Liturgical Worship: When Christians worship according to a set pattern on a regular basis. There will be set prayers and readings, often using the Book of Common Prayer- "*we should at all times, and all places, give thanks unto thee, O Lord.*"

Non-liturgical Worship: Less formal; does not follow a set pattern and can involve more unscripted or improvised forms of worship.

Eucharist/Holy Communion/Mass: most Christians have a formal liturgical service each Sunday, when bread and wine (the Last Supper) are distributed among the congregation.

Charismatic Worship: Pentecostal churches often have non-liturgical worship involving clapping or dancing as well as the use of music. It can also involve speaking in tongues-represents being filled with the Holy Spirit.

Personal/private prayer: can take different forms, with a person spending time alone praying, praying as a group or simply reading the Bible. Some Christians perform this as part of a retreat.

Silence: some Christians, such as Quakers, follow no set pattern of worship or services. Instead, followers sit in silence for significant periods of time. Some may feel prompted to speak, read aloud or share personal experiences.

BOX 2: The nature and purpose of prayer

•**Purpose:** 1. to get closer to God and communicate with him. 2. to praise God and thank him for what he's done. 3. to ask for God's help. 4. to apologise when someone feels they have done something wrong.

•**The Bible:** "Whatever you ask for in prayer, believe that you have received it, and it will be yours."

•**The Lord's Prayer:** "Our Father in Heaven, hallowed be your name..."

•**1. Set prayers:** Some Christians have a prayer book that is used in their Sunday services or worship. Many prayers reflect key Christian beliefs.

•**2. Informal prayer:** When people pray by themselves privately. It can include praying silently or aloud.

•**3. The Lord's Prayer:** The most famous prayer, which it is believed Jesus taught to his followers. It contains many key Christian beliefs about God.

•**Importance of different types of worship:** Different types of prayers and forms of worship suit different types of occasions. Having different forms of worship reflects the many different denominations within Christianity and shows the various words and actions they use as part of their communication with God.

BOX 3: The role of Sacraments

Sacrament: a rite of passage or ceremony where the grace and power of God is received.

The 39 Articles: they state that the sacraments are important as signs of God's grace and evidence of being a Christian. "Sacraments ordained by of Christ be not only badges or tokens..."

Views: Catholics recognise seven sacraments; Protestants recognise two; some non-conformist Churches recognise two, others none.

Infant baptism: Most Christian groups have a ceremony to welcome a baby into the faith-a christening or baptism. The baby is baptised in the belief that it will cleanse the child from original sin. Parents and godparents make promises on behalf of the child. A lighted candle is given to represent the light of Jesus.

Adult/believers baptism: Some non-conformist churches prefer adult baptism as they feel only an adult can fully make the choice of belonging to the Church. Each candidate is asked questions about their faith and makes a personal testimony on why they want to become a Christian. They are baptised through full immersion.

The Eucharist: It is a re-enactment of the Last Supper. The bread represents the body of Jesus and the wine his blood. Catholics call it Mass, C of E calls it Eucharist and the Baptists call it The Lord's Supper. Catholics believe in transubstantiation-the bread and wine become the body and blood of Jesus. Protestants believe it to be symbolic.

BOX 4: Pilgrimage

•**History:** "Every year Jesus' parents went to Jerusalem for the Festival of Passover." -Christian pilgrimage has its roots in Jewish pilgrimage. It was first seen when early Christians began to visit places related to Jesus, e.g. Bethlehem and Jerusalem. Other popular sites are those with Saints associated with them or where visions supposedly occurred.

•**Jerusalem:** Jesus celebrated the Last Supper, was arrested, crucified and resurrected in Jerusalem. They think about Jesus' sacrifice in dying for the sins of humanity.

•**Iona:** Island off the coast of Scotland is considered to be sacred as many saints lived there. They spend time there in prayer and reflection.

•**Taize:** In central France-join the monastic order or to experience and share in the community's way of life. Brings together Catholics and Protestants to spend time in meditation, prayer and silence.

•**Walsingham:** 1061, a woman in Walsingham in Norfolk received a vision of the Virgin Mary, who showed her Jesus' home in Nazareth. Today, it is used for prayer to Jesus.

BOX 5: Celebrations

Christmas:

- celebrates the incarnation and birth of Jesus-25th December.
- cards and presents are given, houses are decorated and special services are held e.g. Midnight Mass. Carols are sung and Nativity plays put on. Families share a special meal and attend a special service on Christmas Day.
- Many Christians express the meaning of Christmas by helping others and sharing with them.
- "For to us a child is born, to us a son is given."

Easter:

- remembers the crucifixion celebrates the resurrection of Jesus. Good Friday-crucified. Easter Sunday-resurrected and the sadness is over.
- Special services are held. Hot cross buns may be eaten to remind people of Jesus' death on the cross. Easter eggs represent the empty tomb of Jesus after his resurrection.
- The story of Jesus' resurrection helps Christians find faith in eternal life.
- Holy week is the last week of Lent, and it commemorates the last week of Jesus' life.
- "The one who believes in me will live, even though they die."

BOX 6: The Church in the local community

•**Role and importance of the church community:** 1. unites the local community. 2. provides support and comfort when needed. 3. can give advice from sources of authority, such as the minister of the vicar. 4. gives identity and belonging to people in a community. *"For where two or three gather in my name, there am I with them."*

How the local church community helps:

- Centre for Christian identity:** The local church will organise events to bring people together in the community and create a sense of Christian identity: clubs for children, such as Sunday school or youth groups; social groups, such as coffee mornings to create social opportunities for Christians; Bible study groups.
- Ecumenism:** tries to break down barriers between different Christian denominations, reminding all Christians that they are followers of God and believe in Jesus.
- Outreach work:** Many Christians choose either to volunteer or to work in positions that involve them going out into the local community.
- Worship through living practices:** the local church community will celebrate special events, including events such as Christmas and Easter and rites of passage.

BOX 7: The worldwide Church

- Importance of the worldwide Church:** 1. Gives a global identity to Christians. 2. Promotes unity. 3. Provides support when needed. 4. Shows how Christian teachings can be put into action globally. *"Love one another."*
- Reconciliation and facing persecution:** Christians sometimes face persecution, including verbal and physical abuse. Christians believe they should work to overcome persecution and break down barriers. Some Christians support those being persecuted, for example by educating people about Christianity. The worldwide church emphasises the shared nature of faith to unite all Christians.
- Christian teachings about charity:** 1. *"Love your neighbour as yourself."*-Christianity teaches compassion. 2. Jesus taught about helping others. 3. *"God created mankind in his own image."*-we should all have equality and dignity. 4. Christians believe they will be accountable to God for their actions in this life.
- Christian Aid:** A Christian charity that works globally to end poverty. It campaigns against injustice and seeks to change government policy.
- Divergent Christian attitudes to charity:** Some Christians will tithe-giving a set percentage of their salary each month to charity. Others believe a person should give what they can afford and that Christian teachings about charity teach the importance of piety (being devoted to Christianity) and helping others in any way possible.

BOX 8: The future of the Church

- Church growth:** the church has responded to the changing nature of society by trying to unite the people and bring them to the faith. Education programmes, charity and missionary work attempt to bring Christianity to all people.
- Missionary and evangelical work:** A missionary is a person who is sent out on a religious mission, especially to promote Christianity in foreign places. Evangelical work refers to the spreading of faith by missionaries. Christians who undertake missionary work are sent into an area to share their faith and the message of the Bible, and to provide a service to others. History-William Carey. *"Go into all the world and preach the gospel to all creation."*

BOX 9: Sources of Authority

- Worship, Sacraments, Eucharist, Easter:** *And he took the bread...and broke it...saying, "This is my body given for you; do this in remembrance of me."* (Luke 22)
- Private Prayer, Worship:** *When you pray, go into your room, close the door and pray to your father, who is unseen. (Matthew 6:6)*
- Pilgrimages:** Pilgrimages evoke our earthly journey toward heaven and are traditionally very special occasions for renewal in prayer. (Catechism of the Catholic Church 2691)

Year 7 – T1 – Physical Education – Athletics

Athletics is made up of 3 disciplines; track (running), throwing and jumping.

Section 1 - Track events include; sprints (100m, 200m, 300m), middle distance (800m, 1500m) and relays.

Sprints:

The most important aspect of a sprint is the start (known as a sprint start) as a poor start can lead to the rest of the runners getting past you.

It is also important that you consider:

- Leg action (driving forward),
- Arm action (powering forward),
- Upright posture.

Middle distance running:

When running a middle or long distance event it is essential to **pace** yourself. This means not sprinting off but running or jogging at a constant speed for the duration of the event.

Sprinting technique:



**100m
record =
9.58secs!**

Record breaking!

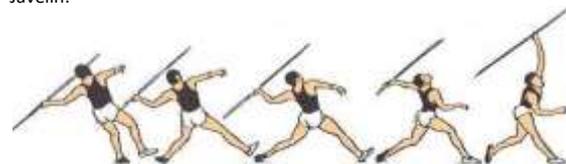
	Girls	Boys
100m	11:82	10:80
200m	23:74	22:13
300m	40:35	35:41
800m	02:08:08	01:56:00
1500m	04:29:09	04:04:20
High jump	1.81m	1.97m
Discus	42.06m	55.29m
Shotput	14.34m	18.03m
Javelin	44.81m	65.26m

Section 2 - Throwing events include; discus, javelin, shotput.

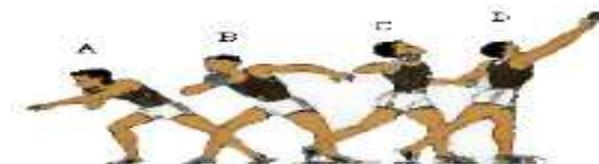
Discus:



Javelin:



Shotput:



Teaching points:

Discus: wide stance, hand on top, spread fingers, swing arm back, release high.
Javelin: stand side on, fully extend arm behind, bring arm forward, transfer weight.
Shotput: stand die on; dirty fingers, clean palm, shot starts in neck and **pushes** through.

Section 3: High jump (scissor kick vs fosbury flop)



Questions:

1. Name the 3 disciplines in athletics and give an example.
2. What is essential in middle and long distance running and what does this mean?
3. Explain what is happening in the diagrams for discus, shotput, javelin.
4. Explain the sprinting technique diagram above.
5. What is the world record for 100m?

DRAMA

YEAR NINE

Learn off and test yourself on the elements of Stanislavski's system.

Magic If: The actor start off by asking what would I do if I were in these circumstances or if certain circumstances were true?

Objective: What the character you are playing wants or needs in a scene?

Given circumstances: The facts, events, period, time and place of action and the conditions of life. (Who, what where, when)

Super Objective: What the character wants or need most in the play as a whole.

Imagination: The ability to give expression to the inner life of the character by adding what the writer, director and others have left out.

Truth and Belief: The actual fact of real life used to bring alive something on stage. You train yourself to use your own inner judgement.

Attention: The ability to control the imagination and concentrate the actor's mind on what is taking place on the stage and prevents distraction.

Discipline; Physical, creative and mental self managing and a sense of responsibility to the actors and technicians around you.

Muscle relaxation: Removing tension from the muscles so as not to impede the freedom of movement. This should be developed daily.

Method of physical actions: You can start with a physical action and if it has an objective, it can make you feel what you should be feeling.

Year 9 Music Tech - L2: Composing-Style Analysis

KEYWORDS

- 1- Compose:** an original musical creation.
- 2- Style:** The style or genre of music (Blues, Hip-Hop, Rock are 3 different musical styles).
- 3- Rhythm Track:** a regular repeated pattern, often heard on drums.
- 4- Bassline:** the lowest frequency notes in the composition.
- 5- Harmonic Progression:** the chord changes that move to form the harmonic characteristic of the composition.
- 6- Melody:** short riffs and musical ideas combined to create a tune
- 7- Lyrics:** written words that are sung, spoken or otherwise performed with the composition.
- 8- Chord:** 2 or more notes played simultaneously.
- 9- Conjunct:** moving by step.
- 10- Phrase:** a musical sentence, usually in 2, 4 or 8 bars.
- 11- Structure:** how a piece is organized (Verse-chorus, ABA, strophic are 3 different types of song structure).

KEY QUESTIONS

What musical style are you composing?

What are the key music features of your chosen style?

What makes a successful composition in this style?

When composing a piece, all the parts should match and fit together harmoniously.

In order to do this, all the parts should relate to set of chords arranged together in a strong progression.

Different songs use different amounts of chords and chord progressions:

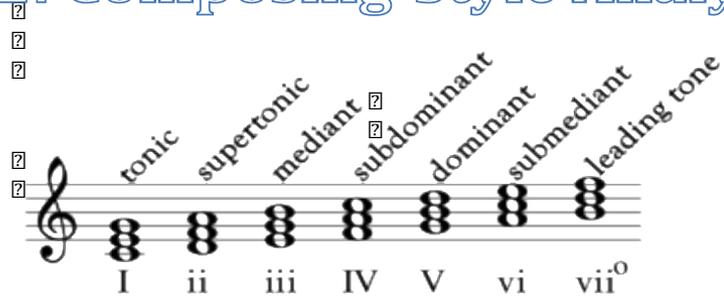
- Two-chord songs
- Three chords across 2-bars
- 4-bar patterns
- 8-bar patterns

The strongest chord progressions focus around the **tonic** (I), **subdominant** (IV) and **dominant** (V) chords.

You should avoid using the median (iii) and leading note (vii).

Listen to as many songs in your style and try to answer the analysis questions.

The more you listen to and identify the different features of all the parts, the better your composition will be!



COMPOSING BASS LINES

ROOTS AND 5THS CAN MAKE THE BASS LINE MORE INTERESTING



Chord Sequences

analysis:

How many chords are used?

Which chords are used?

How are they played?

Bassline analysis:

Which instrument plays the bassline?

What does it play? Is it just the bass notes or is it melodic?

Does it have any rhythmic character?

Rhythm Track analysis:

What instrument plays the rhythm?

Is it straight or syncopated? Or a mixture of both?

Is it the same throughout or does it change?

Melody analysis:

What instrument/voice plays the tune?

Does it have repeating ideas?

Is it high or low? Or a mixture?

Does it move by step or leap?

Lyric analysis:

What are the lyrics about? What is the theme?

Year 9 Music Tech – L2: Performing-Instrument & playing care

KEYWORDS

- 1- Performing:** to play an instrument (including voice) to an audience.
- 2- Practice:** To do something repeatedly in order to acquire or polish a skill.
- 3- Rehearsal:** to prepare for a performance, typically as part of a group.
- 4- Maintenance:** activities required or undertaken to conserve the original condition of an item.
- 5- Health & safety:** regulations or procedures intended to prevent accident or injury.
- 5- technical ability:** precise control; a skillful or efficient way of doing something.
- 5- dexterity:** readiness and grace in a physical activity; skill and ease in using the hands/voice manually.
- 5- stamina:** the ability or strength to keep doing something for a long time.
- 5- control:** ability to manage an instrument; remaining in control of an instrument or piece.

Specific Instrumental Techniques to be learnt, developed & mastered:

DRUMS Rudiments

Rolls – single stroke, multiple bounce, double stroke
 Diddles – single paradiddle, double, triple, paradiddle-diddle
 Flams; Drags; Triplets
 Fills

GUITAR

Scales – major, minor, pentatonic
 Chords – power, major, minor
 Arpeggios
 Riffs

PIANO

Scales – major, minor, pentatonic, modal
 Chords/Arpeggios – major, minor
 Single-handed or double-handed

All instruments

Improvisation & Interpretation
 Sight-reading
 Performing solo
 Performing as a band

MAINTENANCE REQUIREMENTS

DRUMS

- 1) Regularly clean your drums
- 2) Replace the drum heads
- 3) Purchase the correct drum care equipment
- 4) Store your drums correctly
- 5) Give your kit a proper tune up

GUITAR

- 1) Clean your guitar body and strings
- 2) Protect from excessive heat or cold
- 3) Check and tighten all screws and fixings
- 4) Avoid things that can scratch and mark your guitar
- 5) Have it serviced once a year

PIANO

- 1) Position in an appropriate environment – avoid excessive humidity and temperatures
- 2) Cover the keys when not in use
- 3) Keep liquids away from the piano
- 4) Clean it regularly
- 5) Have it serviced once a year

Health & Safety whilst playing your instrument

Posture & good physical technique

Repetitive strain injury

Performance injuries

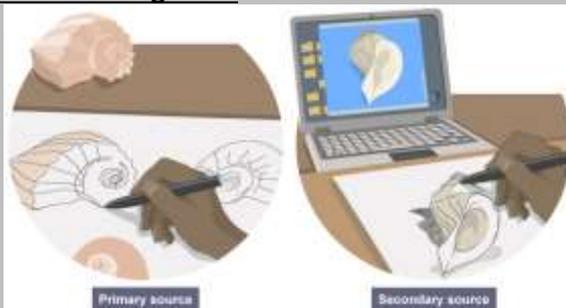
Hearing health

General physical and nutritional health

A. Key Terms

Keyword	Description
7. Pattern	A design that is created by repeating lines, shapes, tones or colours. The design used to create a pattern is often referred to as a motif. Motifs can be simple shapes or complex arrangements
2. Weight	The thickness of a mark or brushstroke
3. To Block in	to BLOCK IN: to fill in an empty area in an image with a certain colour before adding fine details such as shadows and highlights.
4. Composition	how objects or figures are arranged in the frame of an image
5. Contemporary	Living or occurring at the same time.
6. Negative Space	When drawing shapes, you must consider the size and position as well as the shape of the area around it. The shapes created in the spaces between shapes are referred to as negative space .
7. Geometric	characterized by or decorated with regular lines and shapes. "a geometric pattern"

B. Presenting work



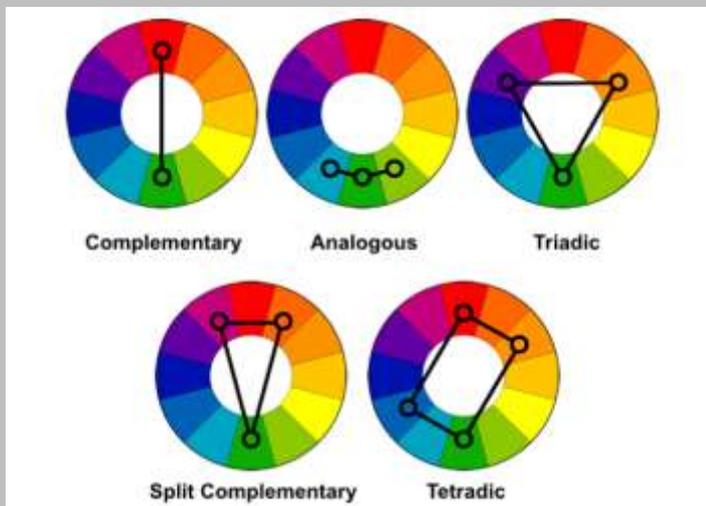
B1: Primary Source: Working from a first hand resource- something that is actually in front of you
B2: Secondary Source: Working from a second hand resource, such as a photograph.

Primary Sources allow you to:
 B3: Examine your subject from different angles and change your viewpoint.
 B4: Experience objects, images, people or places in different lighting conditions and compositions.
 B5: Look at things close up or from further away.
 B6: Take your own reference photographs from angles and in conditions that reflect your interests.
 B7: Revisit your source material during your development process.

Secondary Sources cause problems such as:
 B8: Not being able to draw from life will limit your decisions on viewpoint, composition and lighting.
 B9: You will be relying on images generated by others based on their creative choices rather than your own.
 B10: You may find it very difficult to carry out effective development like changing compositional arrangements.

C. Colour Harmony

12. Colour Harmonies are arrangements of colours which create a pleasing visual effect when pared together



C1. Complementary colours are opposite each other on the colour wheel
 C2. Analogous colours are directly next to each other on the colour wheel.
 C3. A triadic colour scheme uses colours that are evenly spaced around the colour wheel
 C4. The split-complementary colour scheme is a variation of the complementary colour scheme.
 C5. Tetradic (rectangle) colour scheme uses two pairs of complementary colours.

Year 9 – Food preparation and nutrition- Factors affecting food choice

Religion	How each religion relates to food
1. Sikhism	<ul style="list-style-type: none"> Many Sikhs are vegetarians Sikhism teaches that its followers should only eat what they need to, and should avoid indulging.
2. Christianity	<ul style="list-style-type: none"> There are no strict rules about food During lent Christians will give up certain foods or drink for 40 days and nights.
3. Hinduism	<ul style="list-style-type: none"> Many are vegetarians but some try to avoid certain vegetables as they are considered harmful, such as; garlic, onions and mushrooms The meat Hindus eat must be slaughtered using a quick, painless method called – Jhatka. Cows are considered to be sacred, so Hindus are not allowed to eat beef.
4. Judaism	<ul style="list-style-type: none"> Jewish food must be Kosher which fits in with their law – Kashrut. Kosher means – fit for consumption Kosher animals are animals with split hooves and chew cud – cows and deer also fish that have fins and scales – so NO shellfish is allowed. These animals must be slaughtered using quick, painless methods which allow the blood to drain afterwards – blood is considered non-kosher Jews are not allowed to eat pig, rabbit, hare, camel and many more. Dairy and meats can not be cooked together or eaten together as a mixture.
5. Islam	<ul style="list-style-type: none"> The Qur’an states that meat must be Halal – this is where lawful animals are slaughtered in a specific way while being blessed Muslims cannot eat pork or any pork product – like gelatine Ramadan is where Muslims fast between sunrise and sunset
6. Buddhism	<ul style="list-style-type: none"> All living beings are sacred, so many Buddhists are vegetarian or vegan Most avoid alcohol Some Buddhists choose to fast from noon till sunrise the following day
7. Rastafarianism	<ul style="list-style-type: none"> Many Rastafarians follow an I-tal diet (this means ‘clean and natural’) many diets are made up of fresh vegetables, some will eat fish (less then 30cm long) Many will not drink alcohol

Ethical and moral factors	
1. Animal welfare	How well animals are reared and looked after.
2. Fairtrade	Making sure farmers in developing countries are paid fairly for their crops and their workers live in good conditions.
3. Intensive farming	Use of pesticides are used. Effects on the environment. and conditions in which animals, birds and fish are kept/using up lots of land to grown crops and animal feed/using up natural resources such as water.
4. GM foods (Genetically Modified)	Effects on the environment/ whether or not human should alter food in this way/it may affect people who have food allergies.
5. Local produce	Few food miles, supports local producers, foods purchased in season and can be cheaper.
6. Organic	Grown without the use of fertilisers, virtually no pesticides used. Better for the environment and soil.



Vegetarians

There are different types of vegetarians but all vegetarians avoid eating meat and fish for many different reasons;

1. Religious beliefs such as Hindus, Muslims and Jews
2. Ethical beliefs – some people objects to the cruelty of killing animals or animal welfare
3. Medical reasons – cases of food poisoning, health scares such as BSE and Foot and Mouth disease are linked to meat consumption
4. Dislike of taste or texture
5. Family influences, peer pressure or media pressure
6. Environmental concerns – they can consider using land rearing animals wasteful

Type	Description
1. Lacto vegetarian	Don't eat meat, poultry, fish or eggs but will eat dairy products
2. Lacto-ovo vegetarian	Don't eat meat, poultry, fish but will eat eggs and dairy products
3. Vegan	Do not eat any food from animals including meat, fish, eggs, dairy products and honey from bees.

COSHH stands for 'Control of Substances Hazardous to Health'

What do the COSHH symbols mean?

 Dangerous to the environment	 Toxic	 Gas under pressure
 Corrosive	 Explosive	 Flammable
 Caution – used for less serious health hazards like skin irritation	 Oxidising	 Longer term health hazards such as carcinogenicity

Hazardous Substances

- Chemicals
- Products Containing Chemicals
- Fumes
- Dusts
- Vapours
- Mists
- Nanotechnology
- Gases And Asphyxiating Gases
- Biological Agents
- Germs That Cause Diseases

The Health and Safety at Work Act 1974

As a brief overview, the HASAWA 1974 requires that workplaces provide:

- Adequate training of staff to ensure health and safety procedures are understood and adhered to
- Adequate welfare provisions for staff at work
- A safe working environment that is properly maintained and where operations within it are conducted safely
- Suitable provision of relevant information, instruction and supervision

For workplaces with five or more employees, employers must keep a written record of their health and safety policy, as well as consult with employees (or employee representatives) on relevant policies and associated health and safety arrangements.

Risk assessment

Hazards	Something with the potential to cause harm.
Risks	The likelihood the hazard will cause harm.
Control measures	Actions / activities / equipment that is used to prevent eliminate or reduce the risk of a hazard occurring.

Personal Protective Equipment - PPE

EYES AND EARS – goggles, safety glasses, visors and ear protectors



HEAD AND FACE – hard hats, helmets, bump caps



RESPIRATORY – disposable filtering face-piece, full face respirators, breathing mask



HAND AND ARM – gloves, gauntlets, mitts, armllets



Clothing – disposable overalls, high visibility vest, aprons and boile



footwear – safety boots with protective toe caps, gaiters, spats.





La paga

Recibo...
...euros a la semana / al mes
dinero de vez en cuando
dinero para mi cumpleaños
Gasto mi paga en...

Pocket money

I receive...
...euros a week / a month
money from time to time
money for my birthday
I spend my pocket money on...

Compro...

caramelos
salido para el móvil
revistas / videojuegos
ropa y maquillaje

I buy...

sweets
magazines / computer games
clothes and make up

Mis ratos libres

Tengo muchos pasatiempos.

A la hora de comer...

Cuando tengo tiempo...

Después del insti...

Los fines de semana...

Los (lunes)...

Por la mañana / tarde...

Por la noche...

cocino

juego al fútbol / al squash

monto en bici / monopatin

toco la guitarra / la trompeta

voy / vamos...

al polideportivo / al centro

comercial / a la pista de

hielo / a la bolera

My freetime

I have lots of hobbies.

At lunchtime...

When I have time...

After school...

At weekends...

On (Mondays)...

In the morning / afternoon /

evening...

At night...

I cook

I play table football / squash

I ride my bike / skateboard

I play the guitar / trumpet

I go / we go...

to the sports centre / to the

shopping centre / to the ice

rink / to the bowling alley

La música

Me gusta el soul / el rap /

el dance / el hip-hop / el pop /

el rock / el jazz /

la música clásica / electrónica

Toco / Mi hermano/a toca...

el teclado / el piano /

la batería / la flauta

Music

I like soul / rap /

dance / hip-hop / pop /

rock / jazz /

classical / electronic music

I play / My brother/sister plays...

the keyboard / the piano /

the drums / the flute

El deporte

Antes era...

Ahora soy...

(bastante / muy) deportista

miembro de un club / un equipo

aficionado/a de...

un(a) fanático/a de...

Juego al...

Jugué al...

Jugaba al...

baloncesto / balonmano

críquet / fútbol

hockey / ping-pong

rugby / tenis / voleibol

Hago...

Hice...

Hacía...

Sport

Before I used to be...

Now I am...

(quite / very) sporty

a member of a club / a team

a fan of...

a... fanatic

I play...

I played...

I used to play...

basketball / handball

cricket / football

hockey / table tennis

rugby / tennis / volleyball

I do...

I did...

I used to do...

Semana 2

Mi cantante favorito/a es...

Fui a un concierto de...

Canté y bailé.

Compré una camiseta de la gira.

Comí / Bebi...

Fue genial / increíble /

inolvidable.

My favourite singer is...

I went to a... concert.

I sang and danced.

I bought a tour t-shirt.

I ate / drank...

It was great / incredible /

unforgettable.

atletismo / ciclismo

equitación / escalada

gimnasia / judo

karate / natación

patinaje sobre hielo

piragüismo

Ya no (juego)...

Entreno

Ayer / Esta mañana...

La temporada pasada...

jugué un partido

marqué un gol

gané / ganamos el campeonato

Mi jugador(a) favorito/a es...

Lo mejor fue cuando...

batió el récord

ganó / marcó...

My favourite singer is...

I went to a... concert.

I sang and danced.

I bought a tour t-shirt.

I ate / drank...

It was great / incredible /

unforgettable.

athletics / cycling

horseriding / climbing

gymnastics / judo

karate / swimming

ice skating

canoeing

(I) no longer (play)...

I train

Yesterday / This morning...

Last season...

I played a match

I scored a goal

I / we won the championship

My favourite player is...

The best thing was when...

he/she beat the record

he/she won / scored...

La tele

(No) soy teleadicto/a

Veo la tele... horas al día

Mi programa favorito es...

un concurso

un programa de deporte

un reality

un documental

una telenovela

una comedia

una serie policíaca

TV

I'm (not) a TV addict

I watch TV... hours a day

My favourite programme is...

a game/quiz show

a sports programme

a reality TV show

a documentary

a soap

a crime series

Las películas

una película de amor

una película de terror

una película de acción

una película de aventuras

Films

a love film

a horror film

an action film

an adventure film

Me gustan las comedias

No me gustan las noticias

Es / Son...

aburrido/a(s)

adictivo/a(s)

divertido/a(s)

entretenido/a(s)

tonto/a(s)

informativo/a(s)

emocionante(s)

interesante(s)

I like comedies

I don't like the news

It is / They are...

boring

addictive

fun

entertaining

silly

informative

exciting

interesting

an animated film

a sci-fi film

a fantasy film

a foreign film

una película de animación

una película de ciencia ficción

una película de fantasía

una película extranjera



Nacionalidades

americano/a
británico/a
griego/a
italiano/a
mexicano/a
alemán / alemana

Nationalities

español(a)
francés / francesa
galés / galesa
inglés / inglesa
irlandés / irlandesa
japonés / japonesa

Spanish
French
Welsh
English
Irish
Japanese

Temas del momento

He compartido...
He comprado...
He descargado...
He gastado...
He hecho...
He jugado...
He leído...
He perdido...
He subido...
He visto...
el nuevo álbum / libro de...
la nueva canción / película de...
¿Qué música has escuchado...
esta semana / este mes /
este año?

Trending topics

I have shared...
I have bought...
I have downloaded...
I have spent...
I have done...
I have played...
I have read...
I have lost...
I have uploaded...
I have seen / watched...
the new... album / book
the new... song / film
What music have you listened to...
this week / this month / this year?

It tells the story of...
It combines mystery with action.
The ending / The soundtrack...
is good / bad
is happy / sad / strange
The actors / The graphics...
The special effects...
The characters...
The animations / songs
are...
good / brilliant
disappointing
good looking / interesting
irritating / impressive
mad / original

Cuenta la historia de...
Combina el misterio con la acción.
El final / La banda sonora...
es bueno/a / malo/a
es feliz / triste / raro/a
Los actores / Los gráficos
Los efectos especiales...
Los personajes...
Las animaciones / canciones
son...
buenos/as / estupendos/as
decepcionantes
guapos/as / interesantes
irritantes / impresionantes
locos/as / originales

Semana 6

¿En el cine o en casa?

Prefiero ir al cine porque...
Prefiero ver las pelis en casa
porque...
el ambiente es mejor.
la imagen es mejor en la
gran pantalla.
los asientos no son cómodos.

At the cinema or at home?

I prefer going to the cinema because...
I prefer watching films at home
because...
the atmosphere is better.
the picture is better on the
big screen.
the seats aren't comfortable.

los otros espectadores
me molestan.
las entradas son caras.
las palomitas están ricas.
hay demasiadas personas.
me encanta ver los trailers
para las nuevas pelis.
(No) estoy de acuerdo.

the other spectators annoy me.
the tickets are expensive.
the popcorn is tasty.
there are too many people.
I love watching the trailers for
the new films.
I (don't) agree.

Ir al cine, al teatro, etc.

¿Tienes ganas de ir...
a un festival / a un espectáculo
de...?
al cine / al teatro / al circo?
esta tarde?
esta noche?
mañana / el viernes?
¿Qué ponen?

Going to the cinema, theatre, etc.

Do you fancy going...
to a festival / to a... show?
to the cinema / theatre / circus?
this afternoon / evening?
tonight?
tomorrow / on Friday?
What's on?

Es una película / obra de...
¿Cuánto cuesta?
Son... euros.
¿A qué hora empieza / termina?
Empieza / Termina a las...
Dos entradas para..., por favor.
Para la sesión de las...
No quedan entradas.

It's a... film / play.
How much does it cost?
It's... euros.
What time does it start / finish?
It starts / finishes at...
Two tickets for..., please.
For the... showing / performance.
There are no tickets left.

EXTRA VOCABULARY

Los modelos a seguir

Mi modelo a seguir es...
Admiro a... porque...
ayuda a organizaciones
benéficas
lucha por / contra...
la pobreza / los derechos
humanos
tiene mucho talento / éxito
tiene mucha determinación
trabaja en defensa de los
animales
usa su fama para ayudar a otros

Role models

My role model is...
I admire... because...
he/she helps charities
he/she fights for / against...
poverty / human rights
he/she is very talented / successful
he/she has a lot of determination
he/she works in defence of
animals
he/she uses his/her fame to
help others

Es...

No es ni... ni...
ambicioso/a / egoísta
famoso/a / fuerte
generoso/a / optimista
rico/a / simpático/a
trabajador(a) / valiente
Ha batido muchos récords.
Ha ganado muchos premios.
Ha hablado abiertamente de...
Ha hecho varias películas.
Ha recaudado más de...
Ha sufrido varias enfermedades.
Ha superado sus problemas.

He/She is...

He/She is neither... nor...
ambitious / selfish
famous / strong
generous / optimistic
rich / nice
hardworking / brave
He/She has beaten lots of records.
He/She has won lots of prizes / awards.
He/She has spoken openly about...
He/She has made several films.
He/She has raised more than...
He/She has suffered several illnesses.
He/She has overcome his/her
problems.

Interese e influencias

Vocabulario Vale Higher



La paga Mis padres me dan... Mi madre / padre me da... ...euros a la semana / al mes Gasto mi paga en... También compro...	Pocket money My parents give me... My mum / dad gives me... ...euros a week / a month I spend my pocket money on... I also buy...	credit for my phone clothes / jewellery / make-up designer trainers computer games / magazines
Mis ratos libres las actividades de ocio Tengo muchos pasatiempos. A la hora de comer... Cuándo tengo tiempo... Después del insti... Los fines de semana... Mientras desayuno / como... juego al billar / fútbol monto en bici / monopatín quedo con mis amigos voy de compras.	My free time leisure activities I have lots of hobbies. At lunchtime... When I have time... After school... At weekends... Whilst I have breakfast / lunch... I play billiards / table football I ride my bike / I skateboard I meet up with friends I go shopping	do sport go to the cinema read books / magazines / newspapers go out with friends use the computer watch TV it's fun / relaxing / healthy I'm creative / lazy / sociable I'm addicted to... it helps me to relax

Semana 2

mi pasión es la música / la lectura Suelo... descansar escuchar música / la radio	my passion is music / reading I tend to / I usually ... rest listen to music / the radio	it helps me to forget everything it makes me laugh I need to have contact with other people
La música Me gusta el soul / el rap / el dance / el hip-hop / el pop / el rock / el jazz / la música clásica / electrónica asistir a un concierto cantar (una canción) tocar el teclado / el piano /	Música I like soul / rap / dance / hip-hop / pop / rock / jazz / classical / electronic music to attend a concert to sing (a song) to play the keyboard / the piano /	the drums / the flute / the guitar / the trumpet my favourite singer is... a show a (world) tour
El deporte Soy / Era... (bastante / muy) deportista miembro de un club / un equipo aficionado/a / hincha de... un(a) fanático/a de...	Sport I am / I used to be... (quite / very) sporty a member of a club / a team a fan of... a ... fanatic	diving archery I go... I went... I used to go...

Semana 3

juego al... jugué al... jugaba al... badminton / baloncesto béisbol / balonmano hockey / fútbol hockey / ping-pong rugby / tenis / voleibol hago... hice... hacía... baile / boxeo / ciclismo deportes acuáticos equitación / escalada gimnasia / judo karate / natación patinaje sobre hielo piragüismo / remo	clases de... de pesca ya no (juego)... todavía (hago)... batir un récord correr entrenar jugar un partido contra... marcar un gol montar a caballo participar en un torneo patinar mi jugador(a) preferido/a es... su punto culminante fue cuando... el campeón / la campeona la temporada	to ... classes fishing (I) no longer (play)... (I) still (do)... to break a record to run to train to play a match against... to score a goal to go horse-riding to participate in a tournament to skate the highlight (of his/her career) was when... the champion the season
La tele (No) Soy teleadicto/a. Mi programa favorito es... un concurso un programa de deportes	TV I'm (not) a TV addict. My favourite programme is... a game / quiz show a sports programme	It is / They are... boring addictive fun

Semana 4

un reality un documental un culebrón / una telenovela una comedia una serie policiaca el telediario / las noticias Me gustan las comedias.	a reality TV show a documentary a soap a comedy a crime series the news I like comedies.	entertaining silly informative bad exciting interesting
Las películas un misterio una película de amor una película de terror una película de acción una película de aventuras	Films a mystery a love film a horror film an action film an adventure film	an animated film a sci-fi film a fantasy film a foreign film



Nacionalidades

americano/a
argentino/a
británico/a
chino/a
griego/a
italiano/a
mexicano/a
sueco/a

Nationalities

American
Argentinian
British
Chinese
Greek
Italian
Mexican
Swedish

alemán/alemana
danés/danesa
español(a)
francés/francesa
holandés/holandesa
inglés/inglesa
irlandés/irlandesa
japonés/japonesa

German
Danish
Spanish
French
Dutch
English
Irish
Japanese

Semana 5

Temas del momento

he compartido...
he comprado...
he jugado...
he leído...
he oído...
he roto...
he subido...
¿Has probado...?
mi hermano ha descargado...
se ha estrenado...
la nueva canción
el último libro
Ya lo/la/los/las he visto.
No lo/la/los/las he visto todavía.
acabo de ver / jugar a...

Trending topics

I have shared...
I have bought...
I have played...
I have read...
I have heard...
I have broken...
I have uploaded...
Have you tried...?
my brother has downloaded...
...has been released.
the latest book
I have already seen it/them.
I haven't seen it/them yet.
I have just seen / played...

cuenta la historia de...
trata de...
combina el misterio con la acción
el argumento es fuerte / débil
la banda sonora es buena / mala
los actores...
los efectos especiales...
los gráficos...
los personajes...
las animaciones...
las canciones...
son guapos/as / guay
son estupendos/as / impresionantes
son originales / repetitivos/as

it tells the story of...
it's about...
it combines mystery with action
the plot is strong / weak
the soundtrack is good / bad
the actors...
the special effects...
the graphics...
the characters...
the animations...
the songs...
are good looking / cool
are great / impressive
are original / repetitive

Semana 6

Ir al cine, al teatro, etc.

¿Qué vamos a hacer...
esta tarde?
esta noche?
mañana / el viernes?
¿Tienes ganas de ir...
a un concierto / un festival?
a un espectáculo de baile?
al cine / al teatro / al circo?
¿Qué ponen?

Going to the cinema, theatre, etc.

What are we going to do...
this afternoon / evening?
tonight?
tomorrow / on Friday?
Do you fancy going...
to a concert? / a festival?
to a dance show?
to the cinema / theatre / circus?
What's on?

¿En el cine o en casa?

(No) Me gusta ir al cine porque...
Prefiero ver las películas en casa
porque...
el ambiente es mejor
hay demasiadas personas
la imagen es mejor en la gran
pantalla
las entradas son muy caras

At the cinema or at home?

I (don't) like going to the cinema
because...
I prefer watching films at home
because...
the atmosphere is better
there are too many people
the picture is better on the big screen
the tickets are very expensive

las palomitas están ricas
los asientos no son cómodos
los otros espectadores me
molestan
ponen trailers para las nuevas películas
si vas al baño te pierdes una parte
tienes que hacer cola
una corrida de toros
en directo

It's a ... film / play
What time does it start / finish?
It starts / finishes at...
Two tickets for ... please.
for the ... showing / performance
There are no tickets left.
Is there a discount for students?
Here is my student card.
the popcorn is tasty
the seats aren't comfortable
the other spectators annoy me
they show trailers for new films
if you go to the toilet you miss part
of it
you have to queue
a bull fight
live

Semana 7

Los modelos a seguir

Admiro a...
Mi inspiración / ídolo es...
...es un buen / mal modelo a seguir
Un buen modelo a seguir es
alguien que...
apoya a organizaciones benéficas
recauda fondos para...
tiene mucho talento / éxito
trabaja en defensa de los animales
usa su fama para ayudar a los demás
se emborrachan
se comportan mal
se meten en problemas con la policía
es amable / cariñoso/a / fuerte
lucha por / contra...

Role models

I admire...
My inspiration / idol is...
...is a good / bad role model
A good role model is someone who...
supports charities
raises money for...
is very talented / successful
works in defence of animals
uses his / her fame to help others
they get drunk
they behave badly
they get into trouble with the police
he/she is nice / affectionate / strong
he/she fights for / against...

la pobreza / la homofobia
los derechos de la mujer
los derechos de los refugiados
los niños desfavorecidos
la justicia social
a pesar de sus problemas...
ha batido varios récords
ha creado...
ha ganado ... medallas / premios
ha sufrido varias enfermedades
ha superado sus problemas
ha tenido mucho éxito como...
siempre sonríe
solo piensa en los demás

poverty / homophobia
women's rights
the rights of refugees
underprivileged children
social justice
despite his/her problems...
he/she has broken several records
he/she has created...
he/she has won ... medals / awards
he/she has suffered several illnesses
he/she has overcome his/her problems
he/she has had lots of success as...
he/she always smiles
he/she only thinks of other people

Semaine 1

Où habitez-vous ?

J'habite ...
dans une ville/un village
au centre-ville
au bord de la mer
à la campagne/montagne
en ville
à Londres/Manchester, etc.

Qu'est-ce qu'on peut faire ?

On peut ...
aller à un match de foot
aller au cinéma
faire du cheval
faire du ski
faire du snowboard

Where do you live?

I live ...
in a town/village
in the town centre
at the seaside
in the countryside/mountains
in town
in London/Manchester, etc.

What can you do?

You can ...
go to a football match
go to the cinema
go horse-riding
go skiing
go snowboarding

in the north/south/east/west ...

in the centre ...

of England/Scotland/
(Northern) Ireland
of France
of Wales

go for walks
go shopping
swim/bathe in the sea
relax on the beach
visit the castle
visit the museums

Semaine 2

Dans ma ville/mon village

Dans ma ville/mon village, il y a ...
un bureau de poste/une poste
un centre de loisirs
un château
un marché
un musée
un parc/jardin public
un stade

Les directions

Où est le/la/ll' ...? / Où sont les ...?
Pour aller au/à la/à l'/aux ...?
Va/Allez tout droit.
Tournez/Tournez à gauche/droite.
Prenez/Prenez la première/
deuxième/troisième rue à
gauche/droite.

Semaine 2

In my town/village

In my town/village there is/are ...
a post office
a leisure centre
a castle
a market
a museum
a park
a stadium

Directions

Where is the ...? / Where are the ...?
How do I get to the ...?
Go straight on.
Turn left/right.
Take the first/second/third street on
the left/right.

a supermarket
a library
a church
a (railway) station
a mosque
some hotels
some restaurants

There isn't a/aren't any ...

Cross the bridge/square.
Go down the street.
Is it near/far?
It's very near/quite far.

Qu'est-ce qu'il y a dans

ta région?

Dans ma région, il y a ...
un lac
un port de pêche
une rivière/un fleuve
des champs
des collines
des fermes
des forêts
des stations de ski
des vignobles

Le meilleur ...

le meilleur climat
la meilleure équipe de football
le plus beau paysage
les plus belles plages
le plus long fleuve
la plus longue piste de ski

What is there in your region?

In my region there is/are ...
a lake
a fishing port
a river
fields
hills
farms
forests
ski resorts
vineyards

The best ...

the best climate
the best football team
the most beautiful countryside
the most beautiful beaches
the longest river
the longest ski slope

Les renseignements touristiques

(Le château) est ouvert quels jours
de la semaine?
C'est ouvert (tous les jours/tous les
jours sauf le dimanche).
Quels sont les horaires d'ouverture?
C'est ouvert de (9h) à (17h).
Ça coûte combien, l'entrée?
Ça coûte ... pour les adultes
et ... pour les enfants.
Est-ce qu'il y a un restaurant ou
une cafétéria?

Tourist information

On which days is (the castle) open?
It's open (every day/every day
except Sundays).
What are the opening hours?
It's open from (9 a.m.) until (5 p.m.).
How much is the entrance fee?
It costs ... for adults and ...
for children.
Is there a restaurant or a cafeteria?

Semaine 3

In Brittany there is/are ...
a beautiful castle
a beautiful cathedral
historical towns
old houses
old buildings
You can ...
go sailing
go for bike rides

En Bretagne, il y a ...
un beau château
une belle cathédrale
des villes historiques
de vieilles maisons
de vieux bâtiments
On peut ...
faire de la voile
faire des randonnées à vélo

the highest tower
the most popular museum
the most historical region
the most popular ski resorts
the most famous monuments

la plus haute tour
le musée le plus populaire
la région la plus historique
les stations de ski les plus
populaires
les monuments les plus célèbres

Semaine 4 - partie A

Do you have a leaflet/a map of the
town?
Where can we buy tickets?
duration
prices
free
accessible to disabled people
dogs are welcome

Avez-vous un dépliant/un plan de
la ville?
Où est-ce qu'on peut acheter des
billets?
la durée
les tarifs
gratuit
accessible aux personnes
handicapées
les chiens sont acceptés

Semaine 4 - partie B

Visiter une ville

Je voudrais visiter/voir ...
Je ne voudrais pas rater ...
l'aquarium
l'exposition sur ...
le spectacle son et lumière

Visiting a town

I would like to visit/see ...
I wouldn't like to miss ...
the aquarium
the exhibition on ...
the sound and light show

Je voudrais louer des vélos.

J'aimerais ...
faire une promenade en bateau
monter à la tour de l'horloge

I would like to hire bikes.

I would like to ...
go on a boat trip
climb the clock tower

Le temps/La météo

Quel temps fait-il?

Il fait beau.

Il fait mauvais.

Il fait chaud.

Il fait froid.

Il y a du soleil.

Il y a du brouillard.

The weather/**The weather forecast**

What is the weather like?

The weather is good.

The weather is bad.

It's hot.

It's cold.

It's sunny.

It's foggy.

Plans

today

tomorrow

the day after tomorrow

this weekend

this week

If the weather's good/bad (etc.),

we're going to ...

go fishing

on va ...

aller à la pêche

Semaine 5

It's windy.

There's a storm.

It's raining.

It's snowing.

near the Channel

on the Atlantic coast

on the Mediterranean coast

Il y a du vent.

Il y a un orage.

Il pleut.

Il neige.

près de la Manche

sur la côte atlantique

sur la côte méditerranéenne

aller à la piscine (en plein air)

faire un barbecue

faire une pique-nique

faire de la luge

rester à la maison

regarder la télé

go to the (open-air) swimming

pool

have a barbecue

have a picnic

go tobogganing

stay at home

watch TV

Semaine 6

Ville de rêve ou ville de cauchemar?

C'est ...

très animé

trop tranquille

sale

pollué

triste

Ce n'est jamais propre.

Il y a ...

de bons transports en commun

seulement des maisons et une

église

trop de circulation

Dream town or nightmare town?

It's ...

very lively

too quiet

dirty

polluted

sad

it's never clean.

There is/are ...

good public transport

only houses and a church

too much traffic

trop de bruit

toujours des déchets par terre

Il n'y a rien pour les jeunes.

Il n'y a pas grand-chose à faire.

Il n'y a pas de zone piétonne.

Le cinéma est fermé.

un club pour les jeunes

les poubelles

en banlieue

le quartier

too much noise

always rubbish on the ground

There is nothing for young people.

There is not much to do.

There is no pedestrian precinct.

There is no longer a cinema.

The cinema is closed (down).

a youth club

bins

in the suburbs

neighbourhood, district, part of town

Les mots essentiels

s'il te plaît/s'il vous plaît

merci

de rien

aussi

sauf

si

trop

High-frequency words

please

thank you

you're welcome

also

except (for)

if

too

too much/many

only

before

now

OK!

Good idea!

Dernière semaine - Traduction spéciale en français : tout le vocabulaire, plus ...



Année 10B Higher

Semaine 1

Où j'habite

J'habite ...
Ma famille et moi habitons ...
On habite ...
dans une ville historique/touristique
dans un petit village
au bord de la mer
au centre-ville
à la campagne/montagne
en ville
en Angleterre/Écosse/Irlande (du Nord)/
Afrique
au Maroc/pays de Galles
aux Antilles
à Paris/Birmingham

Where I live

I live ...
My family and I live ...
We live ...
in an historic/touristy town
in a small village
at the seaside
in the town centre
in the countryside/mountains
in town
in England/Scotland/(Northern)
Ireland/Africa
in Morocco/Wales
in the West Indies
in Paris/Birmingham

dans le nord-est du/de la/de l'/des ...
le nord/le nord-est
l'est/le sud-est
le sud/le sud-ouest
l'ouest/le nord-ouest
Dans ma région, il y a ...
des vignobles/stations de ski
des collines/forêts
des fermes/champs
un port de pêche
un lac

in the north-east of ...
north/north-east
east/south-east
south/south-west
west/north-west
In my region there is/are
vineyards/ski resorts
hills/forests
farms/fields
a fishing port
a lake

It's great because in winter/summer,
you can /go skiing/climbing.

C'est super parce qu'en hiver/en été,
on peut (faire) du ski/de l'escalade).

Le temps

Il fait beau/mauvais.
Il fait chaud/froid.
Il y a du soleil.
Il y a du brouillard/du vent.
Il y a un orage.
Il pleut/neige/gèle.

Weather

The weather's good/bad.
It's hot/cold.
It's sunny.
It's foggy/windy
There's a storm.
It's raining/snowing/icy.

Les transports

Je vais/peux aller au collège ...
à pied/à vélo
en train/métro/car/
voiture/bus

Transport

I go/can go to school ...
on foot/by bike
by train/underground/coach/
car/bus

Ma région

Ma région/Une région que je connais
bien, c'est ...
C'est dans le (nord/sud) de ...
près de la Manche/la frontière
allemande/espagnole
J'y habite depuis .../J'y vais ...
been going there ...

My region

My region/A region that I know well
is ...
It's in the (north/south) of ...
near the English Channel/
the German/Spanish border
I have lived there since .../I have
been going there ...

Semaine 2

ICI, le climat est humide/sec.
Il peut faire très chaud/froid/doux.
Il ne fait pas trop chaud/froid ...
au printemps
en été/automne/hiver

Here, the climate is wet/dry.
It can be very hot/cold/mild.
It's not too hot/cold ...
in spring
in summer/autumn/winter

Les transports en commun sont bons.

The public transport is good.

Le paysage/La côte est vraiment
magnifique/impressionnant(e).
On peut y faire/visiter/voir ...
La région est connue pour ...
Une personne célèbre qui est née en ...
c'est ...
in ... is ...

The landscape/coast is really
wonderful/impressive.
You can do/visit/see ... there.
The region is known for ...
A famous person who was born
in ... is ...

En ville

Il y a ...
un château
un centre de loisirs
un marché
un musée
un parc/jardin public
un stade
un supermarché
un théâtre
une bibliothèque
une cathédrale
une église
une gare (SNCF)
une mairie
une mosquée
une pharmacie
une poste (un bureau de poste)
des hôtels

In town

There is/are ...
a castle
a leisure centre
a market
a museum
a park
a stadium
a supermarket
a theatre
a library
a cathedral
a church
a (train) station
a town hall
a mosque
a chemist
a post office
hotels

Semaine 3

beaucoup de magasins
Il n'y a pas de ...
Est-ce qu'il y a un/une/des ... près d'ici/
par ici ?
Va/Allez tout droit.
Tourne/Tournez à droite/gauche
Prendez/Prenez la première/deuxième
rue à droite/gauche.
Continuez/Continuez jusqu'au carrefour/
jusqu'aux feux.
Traversez/Traversez la place/le pont.
Descendez/Descendez la rue.
C'est ...
(assez) loin/haut près
sur ta/votre droite/gauche
au coin
en face (du/de la/de l'/des)
à côté (du/de la/de l'/des)

lots of shops
There isn't a/aren't any ...
Is/Are there a/some ... near here/
round here?
Go straight on.
Turn right/left.
Take the first/second road on the
right/left.
Continue as far as the crossroads/
traffic lights.
Cross the square/bridge.
Go down the road.
It's ...
(quite) a long way/very close
on your right/left
on the corner
opposite
next to

Les renseignements

Qu'est-ce qu'on va faire à ... ?
Je veux absolument (faire une promenade
en bateau).
J'ai envie de (louer un bateau).
Ça m'intéresse de voir ...
Je tiens à (visiter l'aquarium).
Je voudrais aller au/à la/à l'/aux ...
J'aimerais bien monter à la/au ...

Information

What are we going to do in ... ?
I definitely want to (go on a boat trip).
I feel like (hiring a boat).
I'm interested in seeing ...
I'm keen on (visiting the aquarium).
I would like to go to ...
I would like to go up ...

Semaine 4 - partie A

Je ne veux pas rater/manquer
(l'exposition sur) ...
Bonne idée. Pourquoi pas ?
Je veux bien faire ça aussi.
D'accord. Ça m'est égal.
Ça ne me dit rien.
Je n'en ai pas tellement envie.
Ça a l'air nul!

I don't want to miss (the
exhibition on) ...
Good idea. Why not?
I want to do that too.
OK. I don't mind.
I don't fancy that.
I don't really feel like it.
That sounds rubbish!

Semaine 4 - partie B

Les projets

Qu'est-ce qu'on fera?
On ira pique-niquer dans le parc.
Ce sera génial!
Je resterai à la maison.

What shall we do?
We'll have a picnic in the park.
That will be great!
I will stay at home.

Ville de rêve ou ville de cauchemar?

J'habite à...
C'est un petit village/une grande ville dans ...
J'habite dans la banlieue/un quartier de ...
Ce qui me plaît ici, c'est qu'il y a ...
En été/hiver, on peut ...
Le problème, c'est que/qu' ...
Il n'y a pas assez de magasins/espaces verts)
Il n'y a plus de (cinéma)
Il n'y a ni (parc) ni (aire de jeux)
Il n'y a aucun (bowling)
Il n'y a aucune (zone piétonne)
Il n'y a qu'un seul (magasin)
Il n'y a qu'une seule (rue)
Il n'y a rien pour les jeunes
Il n'y a pas grand-chose à faire

Dream town or nightmare town?

I live in ...
It's a small village/big town in ...
I live in the suburbs/a district of ...
What I like is that ...
In summer/winter, you can ...
The problem is that ...
there is/are not enough ... (shops/green spaces)
there is/are no longer (a cinema)
there is neither (a park) nor (a playground)
there isn't a (single) (bowling alley)
there isn't a (single) (pedestrian area)
there is only one (shop)
there is just one (street)
there is nothing for young people
there's not a lot to do

Semaine 5

I will watch a film.
I will play video games/football.
We won't have a barbecue.
We will eat in a restaurant.

There is/are ...
lots of people/cars
so much traffic/so many people
so much noise/so many people out of work
not many businesses
always litter on the ground
several nightclubs/café/restaurants
The bowling alley has closed down.
It's dirty/too quiet/very lively.
It's never quiet.
I find that sad/depressing/awful/rubbish/unpleasant.
In general, I am (not) happy with my village/district/town.

Il y a ...
beaucoup de monde/de voitures
trop de circulation/de gens
tellement de bruit/de gens au chômage
peu de travail/de transports en commun/commerces
tousjours des déchets par terre
plusieurs boîtes de nuit/café/restaurants
Le bowling a fermé.
C'est sale/(trop) tranquille/très animé.
Ce n'est jamais tranquille.
Je trouve ça triste/déprimant/affreux/nul/désagréable.
En général, je (me) suis (pas) content(e) de mon village/quartier/ma ville.

Quel temps fera-t-il?

Il y aura ...
du vent
du soleil
du tonnerre
de la grêle
de la pluie
des averses
des éclairs
des éclaircies

What will the weather be like?

There will be ...
wind
sun
thunder
hail
rain
showers
lightning
sunny intervals

En pleine action!

J'ai/Nous avons ...
collecté de l'argent
vendu nos vieux jeux et jouets
lavé des voitures
acheté (de la peinture)
planté des arbres
lancé une pétition en ligne
obtenu presque 2 000 signatures
écrit un article dans le journal local

Taking action

I/We have ...
collected money
sold our old games and toys
washed cars
bought (paint)
planted trees
launched a petition online
obtained nearly 2,000 signatures
written an article in the local newspaper

Semaine 6

Il fera ...
beau/chaud/froid/frais
Le temps sera ...
brumeux/ensoleillé
nuageux/orageux
variable
Le ciel sera bleu/gris/couvert.
Les températures seront en baisse/en hausse.

It will be ...
fine/hot/cold/cool
The weather will be ...
misty/sunny
cloudy/stormy
changeable
The sky will be blue/grey/overcast.
The temperatures will be going down/going up.

Le week-end prochain, nous irons

la-bas pour ...
ramasser les déchets
nettoyer la salle
repeindre les murs
La semaine prochaine, on finira d'installer/de construire ...
un passage piéton
un panneau
une aire de jeux

Next weekend, we will go there to ...
pick up litter
clean the room
repaint the walls
Next week, we will finish installing/building ...
a pedestrian crossing
a sign
a playground

Semaine 7 - Traduction spéciale en français : tout le vocabulaire, plus ...

Les mots essentiels

ailleurs
ne ... aucun(e)(s)
ne ... jamais
ne ... ni ... ni ...
ne ... personne
ne ... plus
ne ... que
ne ... rien
non plus
alors
donc
de plus
également

High-frequency words

elsewhere
not any, not a single
never
neither ... nor ...
nobody, not anyone
no longer, no more
only
nothing
nor/either
so, therefore
so, therefore
what's more, moreover
also
equally, also

d'ailleurs
par contre
malheureusement
enfin
plein de
tellement
le lendemain
plusieurs
quelques
trop (de)
peu (de)
assez (de)
tellement (de)

moreover, besides
on the other hand
unfortunately
finally
lots of
really/so
the next day
according to
several
some
too much/many
little/not much
enough
so much/many



Year 1 STATISTICS T1 – Measures of Central Tendency & Dispersion

Important Ideas

You can compare distributions by looking at measures of central tendency and dispersion.

Measures of central tendency identify the centre of a set of values – this gives us an average value that represents the data. Common measures of central tendency include the mean, median, and mode

Measures of dispersion look at the spread of data from the mean – this tells us how consistent (or otherwise) the data is.

Key Facts & Formula

Weighted mean

$$\bar{x} = \frac{\sum wx}{\sum w}$$

Geometric mean

$$\sqrt[n]{\text{value}_1 \times \text{value}_2 \times \dots \times \text{value}_n}$$

Standard deviation (1)

$$\sqrt{\frac{1}{n} \sum (x - \bar{x})^2}$$

Standard deviation (2)

$$\sqrt{\frac{\sum x^2}{n} - \left(\frac{\sum x}{n}\right)^2}$$

Question Answer

Range and IQR

A scientist counted the number of spots on 16 leaves of a rose bush.
3 8 0 7 4 0 8 3 2 4 3 1 1 0 2 5

(a) Work out the range.
(b) Work out the interquartile range.
(c) Give one advantage and one disadvantage in using the range as a measure of spread.

a) 8
b) 3.75
c) Advantage is it is easy to calculate. Disadvantage is it is affected by outliers

Standard deviation

The number of visits, x, to a dentist was recorded over 10 days.

$$\sum x = 200, \sum x^2 = 4800$$

Work out the mean and the standard deviation.

Mean number of visits per day = 20
Standard deviation = 8.9

Mean

1. The geometric mean of two numbers is 2.5. One number is increased by 12%, the other decreased by 15%. Calculate the new geometric mean to 3 decimal places.

2. An exam has three papers: A, B and C. Paper A is worth 60 marks, paper B is worth 60 marks and paper C is worth 80 marks. The percentage marks on the papers are equally weighted. Ahmed got 45 on Paper A, 26 on paper B and 60 on Paper C. What is his mean percentage?

1. 2.439
2. 70%

Vocabulary

Weighted mean	The weighted mean is used to compare different sets of data when one is more important than the other.
Geometric mean	The geometric mean can be used to find the mean of a set of data values that aren't immediately comparable (e.g. a set of scores out of 10 and a set of scores out of 50)
Range	The range tells us how far the data spreads. Is it the difference between the highest and lowest values.
Interquartile range (IQR)	The interquartile range is the difference between the upper quartile and the lower quartile.
Percentile	Percentiles divide the data into one hundred equal groups.
Interpercentile range	The interpercentile range is the difference between the percentiles. E.g. the 20 th to 80 th percentile range is P ₈₀ – P ₂₀ .
Interdecile range	The interdecile range gives the range of the middle 80% of the data.
Standard deviation	Standard deviation measures spread from the mean.
Outlier	Outliers are points that don't fit the general pattern.

OCR Sport Studies – Unit 51 – Learning Objective 4 – Governing bodies in sport.

Box 1: National Governing bodies examples -



Box 1: What national governing bodies in sport do?

Promotion, Development, Infrastructure, Policies and initiatives, funding, support.

Box 2: Promotion

- Promoting participation for example by equal opportunities policy,
- Increasing popularity of the sport for schemes in schools,
- Increasing exposure in the media for example press releases and public relations.

Box 2: Development

- Elite training and development for example national performance squads and national teams in many sports across all age groups,
- Coaching awards for example England Netball UK coaching awards from level 1 upwards.
- Training officials for example RFU young officials award.

Box 3: Infrastructure

- Competitions and tournaments for example England basketball organize competitions for all age groups,
- Rule making and disciplinary procedures,
- Providing a national directive and vision,
- Providing guidelines, support and infrastructure to members,
- Assist with facility development.

Box 4: Policies and initiatives

- Anti doping policy,
- Promoting etiquette and fair play,
- Community programs,
- Information and guidance on safeguarding.

Box 5: Funding

- Lobby for and receive funding,
- Distribution of funding,
- Advice for members on funding.

Box 6: Support

- Providing technical advice for example information about playing surfaces.
- Providing location and contact details for local clubs and how to start out in the sport.

Box 7:

- NGBs of sport have a range of different responsibilities and are involved in a whole host of different aspects of their sports.
- Each sport has a governing body organisation who will promote participation for all as well as identify and nurture young sporting talent. *i.e. The Football Association/UK Athletics/British Cycling.*
- The government recognise the importance of UK sporting success and in recent years have increased the amount of funding received to grow sports organisations and athlete excellence.
- England athletics are the National Governing Body for the Olympics and state that: *London 2012 was the most successful games for Team GB (65) and Rio 2016 was the best away games in terms of medal count (67).*

Box 8:

England Netball is responsible for the management of the England national netball team, nicknamed The Vitality Roses. It also oversees a number of programs running from junior to development level such as *High Five Netball, Walking Netball* and the Roses National Academy for aspiring athletes under the age of 20. As of June 2017, England Netball has 103,335 affiliated members and more than 180,000 women and girls play the sport every week and this is growing as a result of a successful National Governing Body.

The Football Association (FA) is the governing body of association football in England, the Crown dependencies of Jersey, Guernsey, and the Isle of Man. Formed in 1863, it is the oldest football association in the world and is responsible for overseeing all aspects of the amateur and professional game in its territory. The FA sanctions all competitive football matches within its remit at national level, and indirectly at local level through the County Football Associations. It runs numerous competitions, the most famous of which is the FA Cup. It is also responsible for appointing the management of the men's, women's, and youth national football teams.

The **England national rugby union team** competes in the annual Six Nations with France, Ireland, Scotland, Italy, and Wales. They have won this championship on a total of 28 occasions (with the addition of 10 shared victories), 13 times winning the Grand Slam and 25 times winning the Triple Crown, making them the most successful outright winners in the tournament's history. They are ranked fourth in the world by the International Rugby Board as of 18 March 2019. England are to date the only team from the northern hemisphere to win the Rugby World Cup, when they won the tournament back in 2003. They were also runners-up in 1991 and 2007.

Questions:

1. From the images above state 4 National Governing Bodies for sport in the UK.
2. Describe the roles of a National Governing Body.
3. Explain how NGB's receive funds and how these are spent.
4. How might NGB's develop talented athlete in a particular sport?
5. Identify 2 sources of funding available to a national governing body to help fund new sports facilities.
6. Suggest 2 ways a NGB may promote their sport to an ethnic minority group.