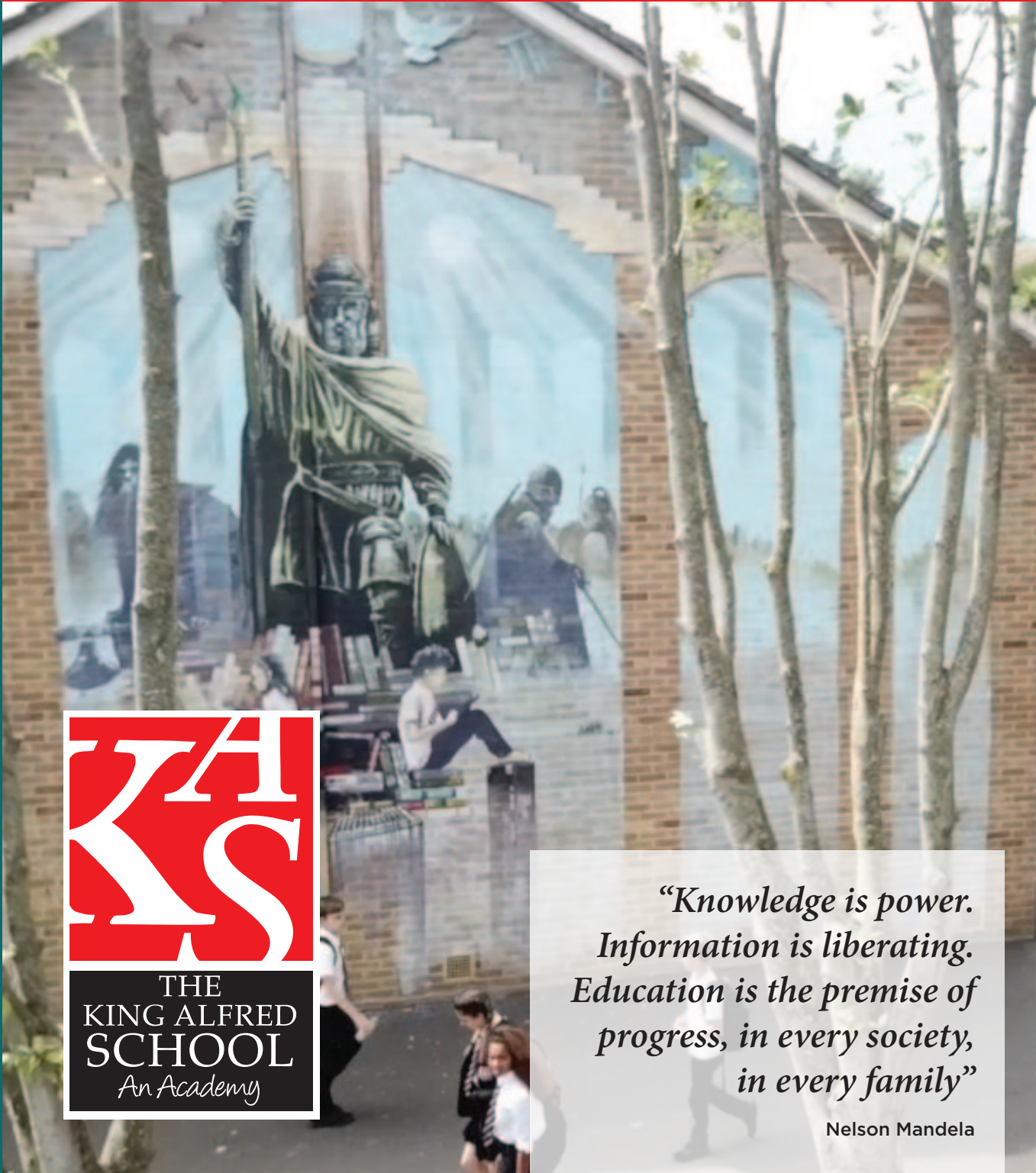


Year 9 Homework Booklet

Learning Cycle 4



THE
KING ALFRED
SCHOOL
An Academy

*“Knowledge is power.
Information is liberating.
Education is the premise of
progress, in every society,
in every family”*

Nelson Mandela

Name

Tutor

Belong Believe Be Proud

Homework Timetable

It is expected that you complete one full page in your workbook as a minimum. Students should spend around 20 minutes on homework for each subject. Tutors will check your Knowledge Organiser homework during Tutor Time. They will be looking for a full page of work on the correct subjects of the Knowledge Organiser completed with no gaps, as well as for purple pen ticks/corrections and good presentation. Your writing needs to be neat and legible with H/W, Title and Date underlined with a ruler at the top of the page. If your tutor feels that any of these elements are not up to standard, your tutor will enter you for a homework support session that same day.

	WEEK 1	WEEK 2
Monday	Online Maths Drama	Music Religious Studies
Tuesday	English History	Computing PE
Wednesday		
Thursday	Science Modern Foreign Languages	Science Design Technology
Friday	Art Maths	English Geography

Your Homework Booklet

This is your homework booklet, in your homework booklet you will find a knowledge organiser for each subject that you are going to study in learning cycle 4, these are a summary of the most important pieces of information that you need to know. You will be expected to learn all this information and complete activities in your workbook.

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Your Homework Booklet

At TKASA, we place a great emphasis on the importance of reading in order to accelerate the development of your vocabulary and fluency in communication. Not only that, a good book will teach you more about the world around you and help you empathise with others. We recommend a minimum of 20 minutes of reading per day. Have a look at the reading list below for some inspiration

The Hunger Games

Suzanne Collins

Northern Lights

Philip Pullman

The Fault in Our Stars

John Green

The Lord of the Rings

J. R. R. Tolkien

Twilight

Stephenie Meyer

To Kill a Mocking Bird

Harper Lee

When Hitler Stole Pink Rabbit

Judith Kerr

Maggot Moon

Sally Gardner

Shug

Jenny Han

Jane Eyre

Charlotte Brontë

A Street Cat Named Bob

James Bowen

Stargirl

Jerry Spinelli

Roll of Thunder Hear My Cry

Mildred D. Taylor

Swallows and Amazons

Arthur Ransome

The Wheel of Surya

Jamila Gavin

The Earthsea Quartet

Ursula K. Le Guin

Never Say Die

Anthony Horowitz

Treasure Island

Robert Louis Stevenson

Fly-By-Night

Frances Hardinge

Mortal Engines

Philip Reeve

Geek Girl

Holly Smale

Flour Babies

Anne Fine

My Family and Other Animals

Gerald Durrell

Holes

Louis Sachar

Cirque Du Freak

Darren Shan

Cow Girl

G R Gemin

The Girl Who Drank the Moon

Kelly Barnhill

Learning Cycle 4



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Knowledge Quiz

Your teacher will quiz you on your knowledge organiser 3 times each learning cycle to check how well you are doing your homework.

The 'Mark' box must be used to record your score from each quiz.

	Maths	English	Science	Geography
QUIZ 1	/	/	/	/
QUIZ 2	/	/	/	/
QUIZ 3	/	/	/	/

	History	MFL	Drama	Music	PE
QUIZ 1	/	/	/	/	/
QUIZ 2	/	/	/	/	/
QUIZ 3	/	/	/	/	/

	Art	DT	Comp	RS
QUIZ 1	/	/	/	/
QUIZ 2	/	/	/	/
QUIZ 3	/	/	/	/



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Online Maths Work

Learning Cycle 4

Learning Cycle 2	Topic practised	Signed by parent	Signed by Maths Teacher
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
Week 7			
Week 8			
Week 9			



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How to use your knowledge organiser for homework

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

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

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

Do not just copy into your workbook!

Here are some tips on how you can use your workbook

Your tutor will check your workbook each week



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Learning Cycle 4

Belong Believe Be Proud

Look, cover Write, check, Correct

First

Look through and read the information on a section of your knowledge organiser



Then

Cover the section so you can no longer see the information

Cycle 1 in History will focus on: An introduction to studying history, a depth study enquiry called *why did William win the Battle of Hastings?* and a short enquiry into why the Church was so important in medieval times.


Key Words and Definitions	
Chronology	The order in which events happened
Primary Source	Something from the time being studied for example if you were studying The Battle of Hastings a shield from the Saxon shield Wall would be primary source
Interpretation	A view of the past created from primary sources e.g. a museum exhibition about the Battle of Hastings is an interpretation.
Cause	A reason why something happened
Consequence	A result of an event or change
Significance	A measure of how much impact an event, person or change has had.
Saxon	Most of the English people before 1066
Norman	People from Normandy, France e.g. William the Conqueror
Tactics	A planned action to help you achieve success
Cavalry	Soldiers on horseback
Infantry	Soldiers on foot
The Church	Christian organisation led by the Pope. England was a catholic country until the 16th century

Topic 1
What is History?

History is finding out about the past by using the evidence that has been left behind. It is also about asking questions and sorting out answers. In history we also look at how why interpretations are created

Here are the different **time periods** we use to divide up British History:

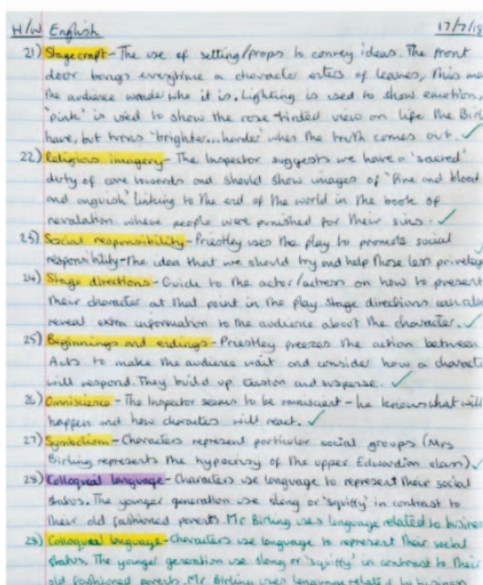
55BC - 410AD	Roman Britain
410 - 1066	Saxon and Viking Britain
1066 - 1485	Medieval Britain
1485 - 1603	Tudor Britain
1603 - 1714	Stuart Britain
1714 - 1837	Georgian Britain
1837 - 1901	Victorian Britain
1901 - 1910	Edwardian Britain



The five ways a historian can measure significance

- 1 Did the person or event **matter to the people at the time?**
- 2 Did the person or event **affect a large number or a small but important group** of people?
- 3 Did the person or event **cause change** and if so, how **great** was the change?
- 4 Was the change **long lasting or short term?**
- 5 Is the person or event **still seen as important today?**

Interpretations are versions of history. Authors, film makers, and museum designers are all producers of interpretations. There are different interpretations of the same event or person.



Next

Try and write out the key definitions or facts that you need to know

Now

Uncover the section of your knowledge organiser and check how correct you were

Finally

Correct anything that you wrote down that was incorrect

Belong Believe Be Proud



Look, cover Mind Map, check, Correct

First

Look through and read the information on a section of your knowledge organiser



Then

Cover the section so you can no longer see the information

History

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Interpretations are versions of history. Authors, film makers, and museum designers are all producers of interpretations. There are different interpretations of the same event or person.

Next

Create a mind map that maps out everything from your knowledge organiser using keywords, colour and images

Now

Uncover the section of your knowledge organiser and check how correct you were

Finally

Correct anything that you wrote down that was incorrect

Belong Believe Be Proud

THE PRIORY
LEARNING TRUST

Belong Believe Be Proud

7

Learning Cycle 4

Look, cover Transform, check, Correct

First

Look through and read the information on a section of your knowledge organiser



Then

Cover the section so you can no longer see the information

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Kings	Play	Chess	On	Fine	Glass	Sets
K	P	C	F	K	G	S
I	H	L	A	I	E	P
N	Y	A	M	N	N	E
G	L	S	I	G	U	C
D	U	S	L	D	S	I
O	M		Y	O		E
M				M		S

Next

Transform the information on the knowledge organiser into either a mnemonic or series of images

Now

Uncover the section of your knowledge organiser and check how correct you were

Finally

Correct anything that you wrote down that was incorrect

WHY SKETCHNOTES...

- SIMPLIFIES THE COMPLEX
- visual METAPHORS allow brain to fill gaps
- ENABLES CONNECTION and synthesis OF IDEAS
- raises ATTENTION and ENGAGEMENT
- organizes and SUMMARIZES insights
- A TOOL FOR IMMERSIVE LEARNING
- eases CLARITY and comprehension
- HELPS IN SENSE MAKING
- TEXT INCREASES 10% QUICK GRASP and BETTER RETENTION
- EASY sharing & COMMUNICATION

JOHN MEDINA "BRAIN RULES"

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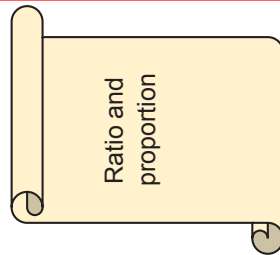


Maths

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Cycle 4 in **Maths** initially focuses on solving problems with ratio and proportion including conversion graphs. We then move on to rate of change looking at speed, distance, time problems as well as density, mass, volume. After this we will explore probability of events and representing probability in different diagrams. The final topic of cycle 4 is representing algebraic functions on graphs.

RATIO AND PROPORTION – KEY WORDS AND DEFINITIONS	
ratio	a comparison of two or more parts
scale factor	how much something has been enlarged by
multiplier	the number that you are multiplying by
linear graph	an equation that makes a straight line
non-linear graph	an equation that is not a straight line when it is graphed (e.g. a curved line)
direct proportion	as one amount increases, another amount increases at the same rate
inverse proportion	when one value decreases at the same rate that the other increases
share	splitting into equal parts or groups
unit cost	tells us the cost per litre, per kilogram, per pound, etc, of what we want to buy



Dora and Ron share £50 in the ratio 3:7.
How much money do they each receive?

How to share in a given ratio:

Calculations
 $£50 \div 10 = £5$
 $3 \times 5 = £15$
 $7 \times 5 = £35$

Dora gets £15 and Ron gets £35

Direct Proportion Example

How much you earn is **directly proportional** to how many hours you work

Work more hours then you get more pay

$\times 10$ \rightarrow $\times 10$
 1 hour = £20 \rightarrow 10 hours = £200

Inverse Proportion Example

Number of workers is **inversely proportional** to time taken

More workers means less time to complete a job

$\times 2$ \rightarrow $\div 2$
 3 workers = 4 hours \rightarrow 6 workers = 2 hours

Directly Proportional Graph

Key features:

- Algebraic form, $y = kx$
- Always a **straight line graph**
- Positive gradient, k**
- Intersects the **origin (0, 0)**

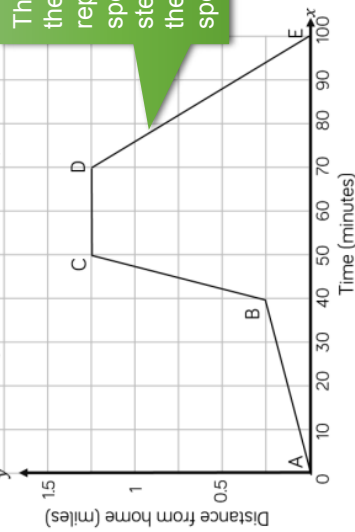
Inversely Proportional Graph

Key features:

- Algebraic form, $y = \frac{k}{x}$
- Always a **reciprocal graph**
- One **smooth curve**
- Located in the **first quadrant only**
- Does **not touch any axis**

Distance-time graphs example

Tom sets off from his house. Sometimes he walks, sometimes he runs and at one point he stops for a break. Match the line segment to the activity.



The gradient of the line represents speed. The steeper the line the faster the speed

- AB
- BC
- CD
- DE
- Running
- Stop for a break
- Walking at a quick speed
- Walking very slowly

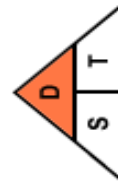
Distance-time graphs

Compound measures

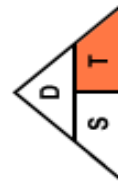
RATES OF CHANGE – KEY WORDS AND DEFINITIONS

speed	how fast something is moving
distance	a measurement of how far something is
time	the duration of an event
density	a measure of how much matter is in a certain volume
mass	the weight of an object
volume	the amount of space in a 3D object
convert	to change a value from one form to another
rate	a comparison of two related quantities

Key formulas to learn:



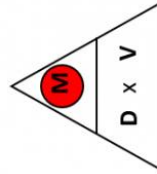
$$\text{Distance} = \text{Speed} \times \text{Time}$$



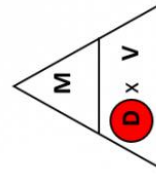
$$\text{Time} = \frac{\text{Distance}}{\text{Speed}}$$



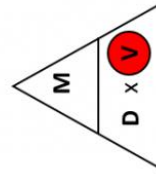
$$\text{Speed} = \frac{\text{Distance}}{\text{Time}}$$



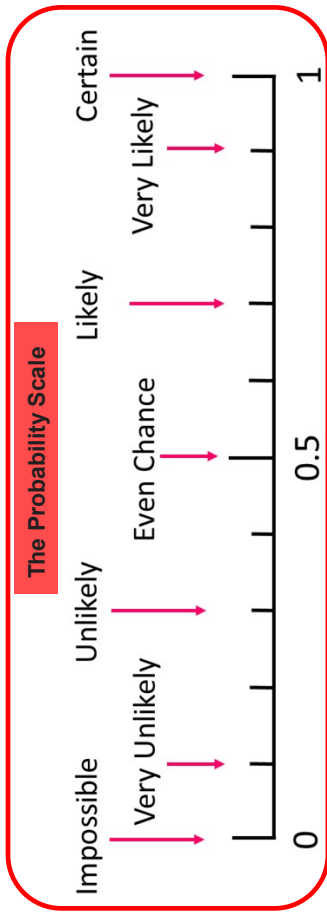
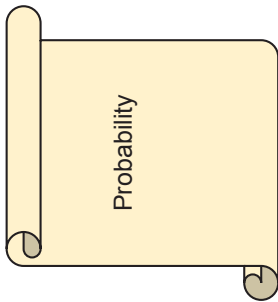
$$\text{Mass} = \text{density} \times \text{volume}$$



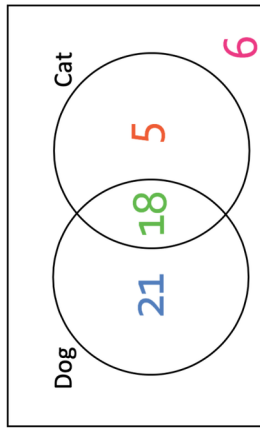
$$\text{Density} = \frac{\text{Mass}}{\text{Volume}}$$



$$\text{Volume} = \frac{\text{Mass}}{\text{Density}}$$



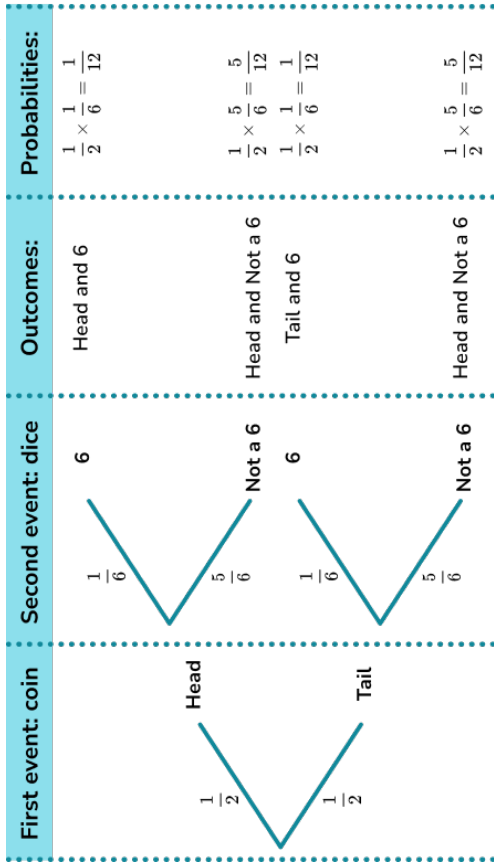
This Venn diagram represents the pets that 50 students have



Here are the probabilities of choosing a student with each type of pet:

- P(dog) = 39/50
- P(cat) = 23/50
- P(no cat or dog) = 6/50
- P(both cat and dog) = 18/50

Here is an example of a probability tree for 2 events: flipping a coin and rolling a fair dice



PROBABILITY – KEY WORDS AND DEFINITIONS	
event	an outcome of an experiment
outcome	a possible result of an experiment
probability	the chance that something will happen
biased	unfair outcomes
experiment	something that can be repeated that has a set of possible results
frequency	how often something happens
independent event	an event that is not affected by other events
product	the answer when two or more values are multiplied together
replacement	putting something back
venn diagram	a diagram that shows which elements belong to which set by drawing regions around them
union	combining the elements of two sets

Maths

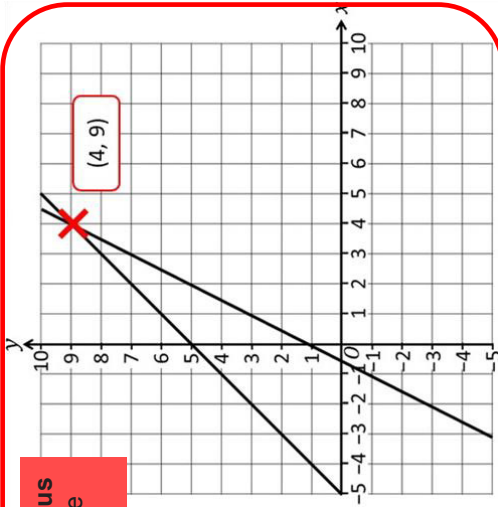
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You can solve **simultaneous equations** by seeing where the lines intersect

Solve graphically:

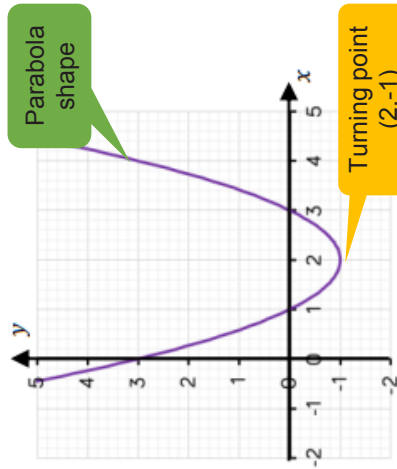
$$y = x + 5$$

$$y = 2x + 1$$



Quadratic Graph

Here is the graph of $y = x^2 - 4x + 3$



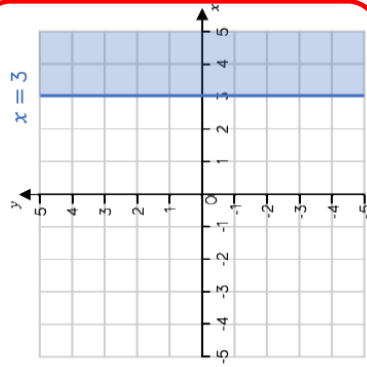
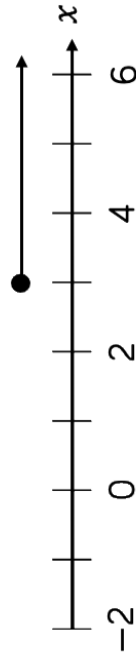
ALGEBRAIC REPRESENTATION – KEY WORDS AND DEFINITIONS

quadratic	when the highest power is a square (x^2)
parabola	a special curve, shaped like an arch
turning point	a point on a curve where it changes direction
symmetry	when two or more parts are identical
reciprocal	the reciprocal of a number is: 1 divided by the number
exponential	
piece-wise	a function which is defined by multiple sub-functions
simultaneous equations	two or more equations that have the same letters in
intersection	where two lines meet or cross over
inequality	compares two values, showing if one is less than or greater than the other

the smallest possible value of x is 3

$$x \leq 3$$

$$3 \geq x$$

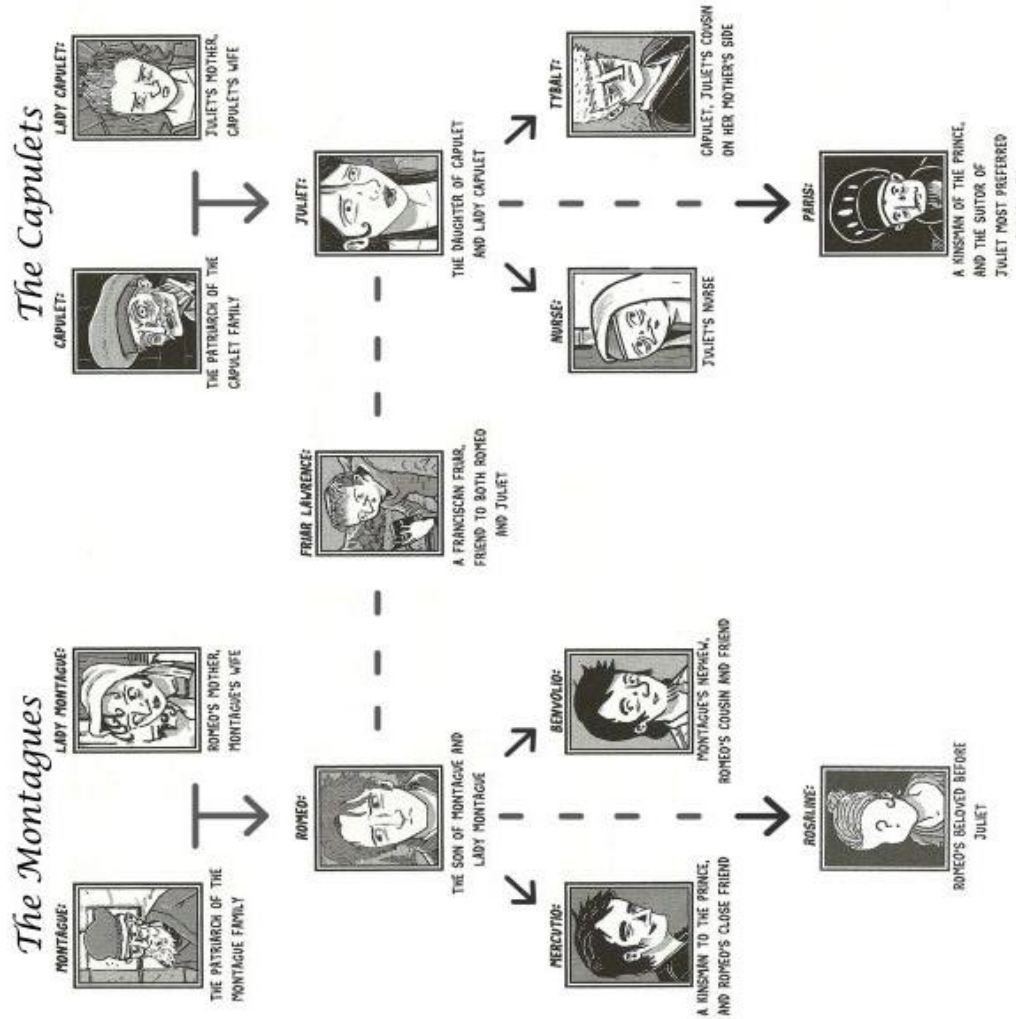


All of these representations are all showing "x is greater than or equal to 3"

ROMEO AND JULIET

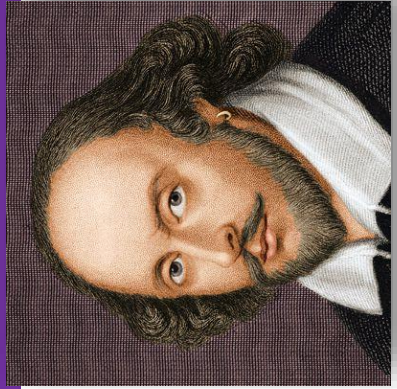
Cycle 4 you will explore Shakespeare's famous play: The Tragedy of Romeo and Juliet. Set in Italy, two fractious family violently co-exist with dire and deadly consequences. However, through the hate love blossoms.

MAIN CHARACTERS' FAMILY TREE



CONTEXT: The Playwright

William Shakespeare was born in Stratford-upon-Avon in 1564. He was an actor, poet and a playwright for the Lord Chamberlain's Men in London. In 1599, the acting company built the Globe Theatre. Shakespeare published 39 plays and over 150 poems. He is considered one of the greatest Literature icons in history. He writes fascinating tales that understand the human condition which have lasted the test of time.



English

Belong Believe Be Proud

KEY TERMINOLOGY	
Dramatic Irony	When the full significance of a character's words or actions is clear to the audience or reader although unknown to the character.
Soliloquy	A soliloquy is a speech in which a character, alone on stage, expresses his or her thoughts to the audience.
Aside	An aside is a remark made to the audience, unheard by the other characters.
Foreshadowing	When suggestions or warnings about events to come are dropped or planted.
Tragic Hero	A main protagonist who through a personal flaw or great error faces a tragic downfall.
Hamartia	A fatal flaw that leads to the downfall of a tragic hero.
Catharsis	When the audience or reader experience the same emotions that the characters are portraying.
Tension	The emotion response from the reader or audience when they anticipate an outcome in the plot. Until the plot point is resolved or reaches its climax tension will continue to build.
Oxymoron	Two words placed next to each other that have opposite meanings.
Iambic Pentameter	a line of verse composed of ten syllables arranged in five metrical feet (iambes), each of which consists of an unstressed syllable followed by a stressed syllable. It sounds like a heartbeat.

KEY VOCABULARY	
Elizabethan	The historical period when Queen Elizabeth I ruled England.
Civil Unrest	When a population become unsatisfied with the government or authorities and protest, often violently.
Ambiguity	When something has the quality of being open to more than one interpretation.
Brawl	A rough or noisy verbal or physical fight.
Catholicism	A form of Christianity who follow the doctrine and practice of the Roman Catholic Church.
Adversary	Someone's opponent in a contest, conflict or dispute.
Society	A group of people who live together in a community.



KEY THEMES:

- Love
- Individualism
- Death
- Fate
- Communication
- Conflict and Violence

KEY MOTIFS:

- Night
- Light vs Dark
- Dreams
- Poison
- Gesture

Periodic table - Key words and definitions

Atom	Atoms are the building blocks of everything. Atoms can form strong bonds with each other, making molecules.
Element	An element is a pure substance which is made from only one type of atom.
Periodic table	The periodic table is a way of organising the elements which is used by scientists to group elements with similar properties. It has a unique arrangement of rows and columns.
Properties	All substances have properties. These describe how a subject looks and behaves. Substances have both physical and chemical properties.
Particle model	A model that describes the arrangement and movement of particles.

Key points

- The position of an element on the periodic table provides information about its properties.
- The majority of elements are metals and they are found on the left and in the middle of the periodic table.
- Most metals share a lot of properties, such as being good conductors of heat and electricity.
- Non-metals often have the opposite properties. For example, they are usually poor conductors of heat and electricity.

What are the properties of metals?

People use lots of metallic elements in their everyday lives. These include elements like iron, copper, gold and silver.

Most metals share similar properties with each other. For example:

- They have high **melting** and **boiling points**, meaning they are solid at room temperature
- They are good **conductors** of heat and electricity
- They are shiny in their appearance
- They are **malleable**

METALS / NON-METALS

H	Li	Be											He										
Na	Mg											Al	Si	P	S	Cl	Ar						
K	Ca	Sc	Ti	V	Cr	Mn	Fe	Co	Ni	Cu	Zn	Ga	Ge	As	Se	Br	Kr						
Rb	Sr	Y	Zr	Nb	Mo	Tc	Ru	Rh	Pd	Ag	Cd	In	Sn	Sb	Te	I	Xe						
Cs	Ba	La	Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg	Tl	Pb	Bi	Po	At	Rn						
Fr	Ra	Ac	Rf	Db	Sg	Bh	Hs	Mt															
										Ce	Pr	Nd	Pm	Sm	Eu	Gd	Tb	Dy	Ho	Er	Tm	Yb	Lu
										Th	Pa	U	Np	Pu	Am	Cm	Bk	Cf	Es	Fm	Md	No	Lr

Metals

Non-metals

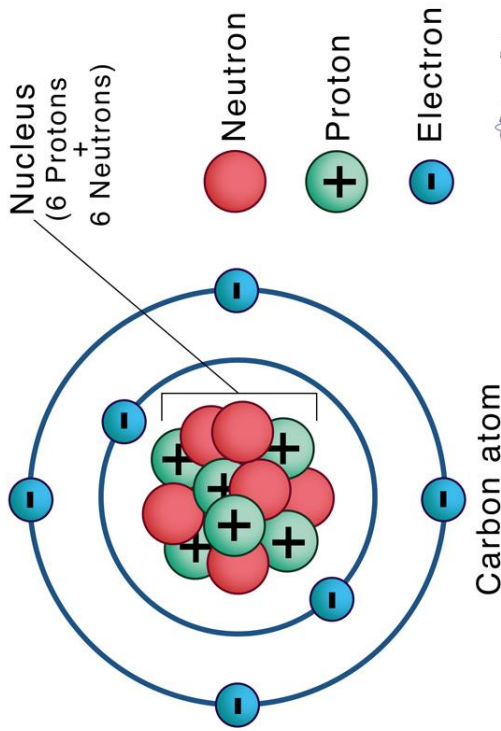
What are the properties of non-metals?

Oxygen, carbon, sulfur and chlorine are examples of non-metal elements.

Non-metals have properties in common with each other. For example, they are often:

- Poor conductors of heat and electricity
- Dull in their appearance
- Weak and **brittle**

Structure of Atom



Structure of the atom

Nucleus and shells

An atom has a central **nucleus**. This is surrounded by **electrons** arranged in shells.

The nucleus is tiny compared to the atom as a whole:

- the radius of an atom is about 0.1 nm ($1 \times 10^{-10} \text{ m}$)
- the radius of a nucleus ($1 \times 10^{-14} \text{ m}$) is less than $\frac{1}{10,000}$ of the radius of an atom

Chemical properties

Chemical changes happen when **chemical reactions** occur. However, the properties cannot be learnt just by looking at, touching or taking a simple measurement of the substance.

Examples of how we can measure chemical properties include:

- Observing how elements react with air.

For example, the Group 1 elements react with moist air. They are stored in oil to stop air and water vapour coming into contact with them. Moist air reacts with potassium to form potassium oxide. This creates a layer over the surface of the metal.

3 Li Lithium	11 Na Sodium	19 K Potassium	37 Rb Rubidium	55 Cs Caesium	87 Fr Francium
	Li Be	Na Mg	K Ca	Sc Ti V Cr Mn Fe C	
			Rb Sr	Y Zr Nb Mo Tc Ru Rh	
			Cs Ba	La Hf Ta W Re Os Ir	
			Fr Ra	Ac Rf Db Sg Bh Hs M	

Science - Reproduction

Gametes and fertilisation

Humans reproduce through sexual reproduction. This produces offspring that are genetically unique because half of their genetic material - **DNA** - comes from each parent.

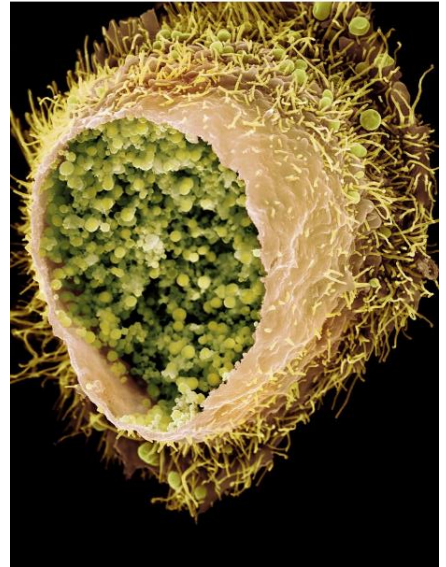
Gametes are the male and female sex cells:

- **ova** are female gametes
- sperm are male gametes

In sexual reproduction, a male and female gamete can join together. This is fertilisation. These gametes are **specialised cells** which have adaptations to increase the chances of fertilisation and successful development of a baby.

Sexually-transmitted infections

Sexually transmitted infections (STIs) are passed from one person to another through sexual contact. This includes anal, oral or vaginal sex. There are more than 30 different **pathogens** that cause STIs. These include **bacteria** like Chlamydia and **viruses** like **HIV**. To reduce the spread of STIs people can abstain from sexual activity or use a barrier-type of **contraception** like a condom.



Example of an STI
Chlamydia

Reproduction - Key words and definitions

Gamete	These are the male and female sex cells.
Reproduction	Male and female reproductive systems allow human reproduction
STI	Sexually transmitted infections (STIs) are spread predominantly by unprotected sexual contact. Some STIs can also be transmitted during pregnancy, childbirth, and breastfeeding and through infected blood or blood products. STIs have a profound impact on health

The menstrual cycle

The **menstrual cycle** is a recurring process which takes around 28 days.

During the process, the lining of the **uterus** is prepared for pregnancy. If implantation of the fertilised egg into the uterus lining does not happen, the lining is then shed. This is known as **menstruation**.

Several **hormones** are involved in the menstrual cycle of a woman:

- **follicle stimulating hormone (FSH)** causes the maturation of an egg in the ovary
- **luteinising hormone (LH)** stimulates the release of the egg
- **oestrogen** is involved in repairing and thickening the uterus lining, while **progesterone** maintains it

Science - Reproduction

Reproduction in plants - Key words and definitions

Fertilisation

The action or process of fertilizing an egg or a female animal or plant, involving the fusion of male and female gametes to form a zygote.

- Insect-pollination of flowering plants is responsible for the majority of the world's flowering diversity and is an essential part of plant reproduction.
- Flowers have bright colours, smells and nectar which encourage pollinators to pay them a visit.
- Honeybees along with 1,500 other insect species pollinate plants in the UK.

Pollination

Pollination is the act of transferring pollen grains from the male anther of a flower to the female stigma. The aim of most living organisms, including plants, is to produce offspring for the next generation. One of the ways that plants can produce offspring is by making seeds. Seeds contain the nutrition and all the genetic instructions to grow into an adult plant.

There are two types of pollination:

Self-pollination: The pollen grain lands on the same flower it originated from.

Cross-pollination: The pollen grain lands on a different flower to the one it originated from.



Flowers on the apple tree use cross-pollination

Germination

Germination occurs when a new plant grows out from a seed. All seeds require three conditions for successful germination:

- Water allows the seed to swell up and all the chemical reactions involved in the growth of the embryo to take place.
- Oxygen is needed for aerobic respiration which provides the energy the embryo needs to carry out cell division and grow.
- Warmth is required for the enzymes to carry out respiration and cell division.

WOW = Water Oxygen Warmth

As the new plant grows, it produces roots which take in water and minerals from the soil and produces leaves on its shoots which carry out photosynthesis to make food for the plant.

YEAR 9 Cycle 4 Knowledge Organiser

Cycle 4 in History will focus on: **Modern America**. This will involve three important case studies – the wars in Vietnam and Afghanistan, the assassination of President Kennedy and the terrorist attacks - 11 September 2001.

Key words and definitions

assassination	murder of a well-known person
Cold War	hostility between USA and USSR, 1945-1990
guerrilla warfare	hit and run raids not large scale battles
media	Newspapers, TV, film media
Viet Cong	Vietnamese Communists
booby traps	a device to kill or injure by surprise
hijack	To take something by force (e.g. a plane)
My Lai massacre	1968 raid on a tiny village by US troops
napalm	petrol based explosive used in the Vietnam War
Rolling Thunder	Code name for the US bombing of Vietnam
terrorist	someone who uses violence to achieve their aims
9/11	shorthand for September 11 th 2001
Twin Towers	the two towers of the World Trade Centre
mujahidin	Afghanistan freedom fighters
Taliban	Fundamentalist group who controlled Afghanistan
fundamentalist	someone who believes in the strict literal interpretation of holy books

The wars in Vietnam and Afghanistan

The media at home reported all the terrible events of the war which caused the US public to stop their support.

American tactics like bombing and search and destroy did not work and the destruction caused made the Vietnamese less like to support the USA.

At home in the USA, many important figures like Bobby Kennedy and Muhammad Ali criticised the war. A protest movement grew. People began to question whether the war was something the US should be fighting.

Why did the USA lose the war in Vietnam?

In 1968 the VC carried out the Tet Offensive which showed that the US was failing to make progress.

The Viet Cong used guerrilla tactics against inexperienced and young US soldiers. The VC knew the ground and developed a series of booby traps like punji sticks. This did psychological damage to the US troops.

ESSENTIAL BACKGROUND

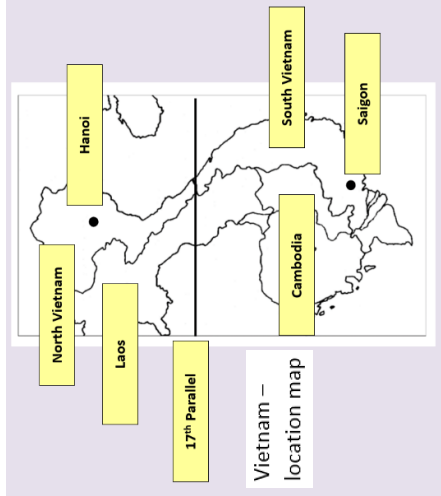
INFORMATION: The wars in Vietnam and Afghanistan was part of the Cold War which was a conflict between the USA and the USSR. These two countries did not fight each other directly but they often took sides in smaller wars.

The impact of the war in Afghanistan

TIER 2

Vocabulary
contradictory = to say the opposite – e.g. statements that do not agree and that cannot both be true.

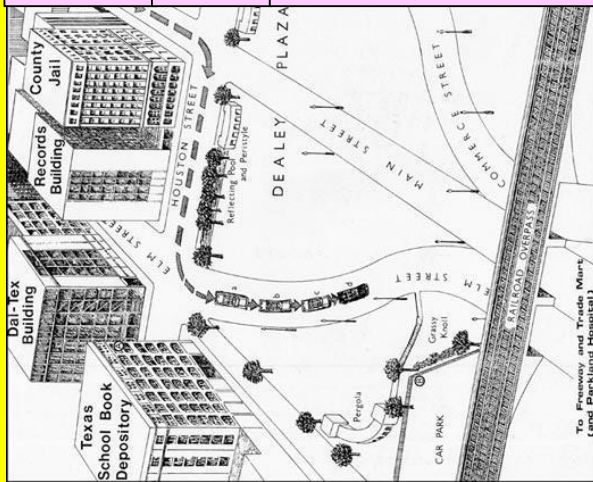
- The war dragged on ten years which cost the USSR around \$20 billion.
- 15,000 Russian soldiers were killed and 55,000 were wounded.
- The new Russian leader, Gorbachev, knew that the USSR could not keep up the fight and win the Cold War.



History

The assassination of President Kennedy

What happened on 22 November 1963?



President Kennedy was shot here in Dallas, Texas.

Most people heard 3 gunshots.

The accepted version of events is that the shots came from the Texas School Book Depository building.

Is what happened important?

- It was important because of the shock it caused not just in the USA but around the world.
- It was important because of what **could** have happened because of it. The man who was arrested for the assassination was Lee Harvey Oswald, an American who had spent time in the USSR and had a Russian wife. If there had been any evidence that the Russians had caused Oswald to kill the president then it may have led to a war; some commentators say it could have caused WW3, but this may be exaggerated.
- It was important because it created a legend – Kennedy was made into an icon like figure even though his achievement may not have deserved such extreme praise.

The terrorist attacks on 11 September 2001

Why did Al-Qaeda emerge as a powerful terrorist group in the 1990s?

- The end of the war in Afghanistan led to the rise of **fundamentalist Islam** who had very strict beliefs; they rejected the lifestyle of the USA.
- Fundamentalist groups formed al-Qaeda which was led by the son of a rich Saudi Arabian billionaire, called Osama bin Laden.
- Osama bin Laden made al-Qaeda into a very well organised terrorist organisation which gave support to groups like the Taliban who were taking over Afghanistan.
- Al-Qaeda was successful because it had money through its control of the heroin trade from Afghanistan and the fact that many members, including bin Laden had been trained by the USA during the war in Afghanistan.

What happened on 11 September 2001 and what were the consequences of this event?

What happened on 11 September 2001?

8.45 am – a Boeing 767 crashed into the north tower of the World Trade Centre in New York.

9.37 am – Flight 77 hit the Pentagon building in Washington D.C.

10.03 am – Flight 93 crashes into a field after the passengers took back control of the plane from hijackers.

9.03 am – a second plane crashed into the south tower of the World Trade Centre in New York.



What were the consequences of the al-Qaeda attacks on 9/11?

- The war on Terror began.
- President George W. Bush and British Prime Minister Tony Blair attacked Afghanistan.
- Al-Qaeda was defeated militarily but bin Laden escaped and planned further attacks.
- Afghanistan remained a problem and western forces continued to be attacked.
- It took until 2011 for the US to find and kill Osama bin Laden.
- In 2014 Islamic State emerged and took control of parts of Iraq and Syria.

History

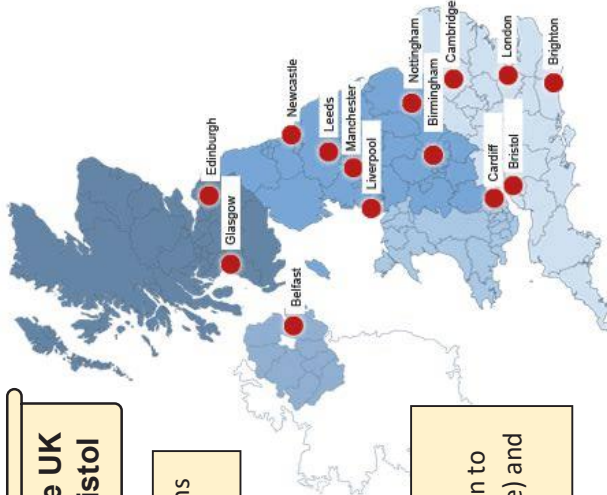
Cycle 4 Knowledge Organiser

Cycle 4 in Yr 9 Geography will focus on the topic of 'Bristol – a city in the UK. You will learn why Bristol is important, the opportunities it provides and the challenges it faces, then focus on regeneration of Temple Quarter.

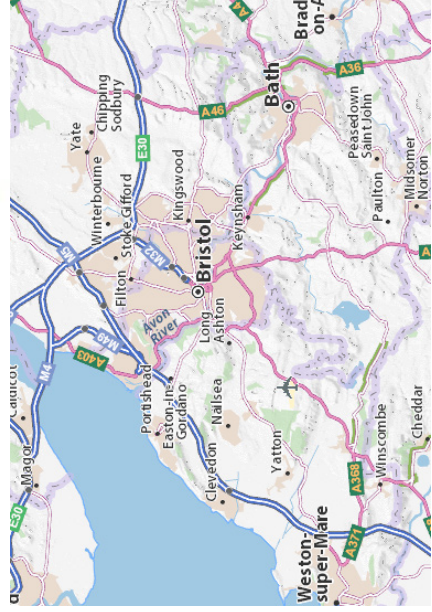
Key words and definitions	
Location	Where a place is
National migration	People move within the UK
International migration	People move to the UK from other countries
Urban area	A built up area
Social opportunities	Make life better for people
Economic opportunities	Chances to make money
Cultural mix	People from different backgrounds live in the same place
Integrated transport system	Transport network works well together i.e. parking, trains, buses
Urban greening	Improving availability of open spaces in a city
Inequality	When some people have more opportunities than others
Urban deprivation	People don't have enough to meet their needs
Derelict building	A building that is not used and falling apart
Brownfield site	An area previously used for industry which is now unused
Greenfield site	An area that hasn't been built on before
Urban sprawl	When cities spread into the countryside
Rural-urban fringe	Where the city meets the countryside
Regeneration	Improving an urban area
Classify	Put things into categories i.e. towns, cities
Influence	Has an effect something
Integrate	Combining items to create a new thing

Topic 1: Cities of the UK & introduction to Bristol

UK map: Learn the locations of the 14 cities shown.



Bristol map: Learn where Bristol is located in relation to motorways (shown in blue) and other cities and towns.



Topic 2: Opportunities & challenges in Bristol

Description	City of 440 500 people in the South West of England. 9% growth since 2000.
Importance	<ul style="list-style-type: none"> ● UK - One of ten core cities. 2 universities, Bristol Old Vic Theatre, Avonmouth docks ● Wider world - International airport, good rail links to Europe, global role in finance.
Causes of growth	<ul style="list-style-type: none"> ● National migration - people and businesses moved from London - land is cheaper ● International migration - accounts for 1/2 of pop growth - mainly Poland, Somalia & India.
Opportunities created by growth	<ul style="list-style-type: none"> ● Social & economic <ul style="list-style-type: none"> ○ cultural mix - St Paul's Carnival ○ recreation and entertainment - Bristol City & Rovers, Cabot Circus shopping ○ employment - below average unemployment, many high-tech companies i.e. Toshiba ○ integrated transport systems (ITS) - 3 bus routes link Temple Meads Station with Park and Ride sites. ● Environmental - urban greening - 90% of Bristolians live within 350m of a park or waterway. Aim to cover 30% of city in trees.
Challenges created by growth	<ul style="list-style-type: none"> ● Social and economic - urban deprivation & inequalities <ul style="list-style-type: none"> ○ Filwood - top 10% of most deprived areas in country. 1300 crimes a year, life expectancy of 78 years ○ Stoke Bishop - affluent - less than 300 crimes a year, life expectancy 83 yrs ● Environmental <ul style="list-style-type: none"> ○ dereliction - Stokes Croft - old industrial buildings abandoned ○ building on brownfield sites - Finzels Reach - sugar refinery being redeveloped into flats, shops & offices ○ building on greenfield sites - Harry Stoke - 3000+ homes built on fields ○ waste disposal - over 0.5 million tonnes a year - problem with food waste. Improving education & kerbside collections ● Impact of urban sprawl - Bradley Stoke - extended city to the north.
Regeneration of Temple Quarter	<ul style="list-style-type: none"> ● This area is next to Temple Meads station and was an industrial area in the past ● It fell into decline with derelict buildings, a lack of job opportunities and poor access ● Now it is an Enterprise Zone with improved transport links and buildings i.e. at Paintworks

Geography

Belong Believe Be Proud

Cycle 4 Knowledge Organiser

Cycle 1 in RS will focus on: An introduction to Philosophy so that you can begin to understand the theories behind the big questions of life.

Key words and definitions	
Philosophy	The study of knowledge, reality & existence
Plato's Cave	A simile to outline that our existence is just a shadow of something bigger.
The realm of the Form's	A spiritual world above our world. This is reality, for Plato.
The soul	The spiritual or immaterial part of a human being.
Religious experience	An authority which convinces them that their religious beliefs are true. The experience can be either a dream or hearing voices.
The inconsistent triad	The concept that God cannot be all loving and all powerful if evil exists.
Omnipotent	The belief that God is all powerful.
Omnibenevolent	The belief that God is all loving.

In KS3 RS you will study Philosophy and Ethics and learn how certain concepts can be applied in society today:

Philosophy
Is there a God?

Philosophy
What actions can be considered good?

Ethics
Is human life sacred?

Ethics
Can ethical theories be applied to modern society?

Topic
Studying Philosophy

Asking questions are important in the study of Philosophy and Ethics. Sometimes, questions don't always have answers but they are still worthy of discussion.



Who
Why
Where
When
How

What is Philosophy?
past present future

There are **big questions** which we will discuss in RS, such as:

1. **Why are we here?**
2. **Is there a God?**
3. **Why is there suffering in the world is God is all-loving?**
4. **Can the death penalty be justified?**
5. **What is a good action?**
6. **Is euthanasia wrong?**
7. **Do we have free will?**
8. **Is war ever acceptable?**

Religious Studies

Belong Believe Be Proud

Philosophy

Plato's cave

Plato, a Greek philosopher, believed there was more to life than **what we can actually see**. He thought we weren't seeing things around us properly.

If you imagine a cave, and that cave has men chained up to a wall so all they can see is the back of the cave. The men can see shadows of what is going on outside of the cave. The men would think the shadows are real and that's what all things looked like.

If one man escapes and sees reality, what people look like, what grass looks like, trees etc. If he went back to the cave and told the chained men what he saw, would they believe him?

Plato says that we are like the men sitting in the cave.; we *think* we understand the real world, but in reality everything is just an **illusion**.

There are different beliefs about a variety of philosophical concepts.

1. Most religions offer an explanation to different philosophical issues and this usually involves a **Holy Book** offering guidance on how to respond to a variety of philosophical concepts.
2. **Non-religious theories** have been proposed to try to offer differing points of view to try to offer answers to often complex philosophical concepts.

What are the different religious viewpoints about philosophy?

Christianity	<i>Follow the teachings of the Bible and look to scholarly teachings so they can formulate their own ideas.</i>
Buddhism	<i>Buddhists are concerned with the here and now and not with questions that cannot be answered.</i>
Judaism	<i>Follow the guidance of the Torah and look to scholarly teachings so they can formulate their own ideas.</i>
Islam	<i>Follow the teaching of the Qur'an, Hadith & Sunnah and the actions of Muhammad (PBUH) and look to scholarly teachings so they can formulate their own ideas.</i>

The Soul

Am I my body? Am I my consciousness? Do I have a soul? The soul is **subjective** but it has its roots in religion. Many religious people believe that the soul is what is needed for the afterlife, be it reincarnation or going to heaven. Non-religious people might consider the soul part of your personality that doesn't live on after death.

The Problem of Evil

Many religious believers consider God to be **omnipotent**, meaning all powerful, and **omnibenevolent**, meaning all loving. The **inconsistent triad** is a criticism of the traditionally held belief that God is both loving and powerful at the same time. The inconsistent triad argues that it is impossible for God to have both loving and powerful qualities if he allows evil and suffering to exist. The inconsistent triad concludes that either religious believers are wrong and God isn't both powerful and loving, or, God doesn't exist.

Religious Experience

A religious experience is an experience someone may have which reaffirms or confirms there is a God. There are many different types of religious experience such as **hearing voices, seeing visions, having a near death experience or feeling a sense of awe which has been induced by something such as nature**. Religious experiences strengthen the experienter's faith. Religious experiences can be both individual or in a group. Religious experiences can be criticised for a number of reasons, but for the experienter, they confirm that a God exists.

LC4 is all about *la Francophonie* (the French-speaking world). If you're taking French next year, these pages are an invaluable toolkit to prepare you for GCSE French!

Subject Pronouns	<u>Singular</u> Je = I tu = you (informal) il/elle = he/she on = we	<u>Plural</u> nous = we vous = you (formal) ils = they (masc) elles = they (fem)
Nouns	identify places, people and things. Nouns have <i>gender</i> e.g. le collège (school) la femme (woman) les bonbons (sweets)	
Adjectives	describe nouns. They have to <i>agree</i> with the noun: e.g. le pantalon bleu → les pantalons bleus la chemise bleue → les chemises bleues	
Verbs	are doing words, e.g. il joue au foot = he plays football. Verbs need to be put into a <i>tense</i> (see below)	
Adverbs	add more detail to a sentence e.g. très (very), vraiment (really), souvent (often), quelquefois (sometimes)	
Infinitives	are the "to" form of the verb. French has three kinds: -ER (e.g. jouer) -IR (e.g. finir) and -RE (e.g. faire)	

Present tense e.g. je joue	I play, I am playing, I do play
Perfect tense e.g. j'ai joué	I have played, I played
Imperfect tense e.g. je jouais	I used to play, I was playing
Future tense e.g. je jouerai	I will play, I shall play
Near future tense e.g. je vais jouer	I am going to play
Conditional mood e.g. je voudrais jouer	I would like to play

Adverbs of frequency

toujours	<i>always</i>
fréquemment	<i>frequently</i>
jamais	<i>never</i>
souvent	<i>often</i>
rarement	<i>rarely</i>
quelquefois	<i>sometimes</i>
parfois	<i>sometimes</i>
d'habitude	<i>usually</i>

Opinion phrases

J'aime	<i>I like</i>
Je n'aime pas	<i>I don't like</i>
J'adore	<i>I love</i>
Je déteste	<i>I hate</i>
Je crois que...	<i>I think that</i>
Je pense que...	<i>I think that...</i>
J'imagine que...	<i>I imagine that...</i>
Je suppose que...	<i>I presume that...</i>
Je dirais que...	<i>I would say that...</i>
Il me semble que...	<i>It seems to me that...</i>
D'une part...	<i>On the one hand...</i>
D'autre part...	<i>On the other hand...</i>

Time phrases

la semaine dernière	<i>last week</i>
l'année dernière	<i>last year</i>
avant hier	<i>the day before yesterday</i>
hier	<i>yesterday</i>
aujourd'hui	<i>today</i>
demain	<i>tomorrow</i>
le lendemain	<i>the day after</i>
la semaine prochaine	<i>next week</i>
l'année prochaine	<i>next year</i>

Key verbs (*=irregular)

manger	<i>to eat</i>
parler	<i>to speak</i>
jouer	<i>to play</i>
écouter	<i>to listen</i>
visiter	<i>to visit</i>
voyager	<i>to travel</i>
travailler	<i>to work</i>
habiter	<i>to live</i>
aimer	<i>to like</i>
adorer	<i>to love</i>
acheter	<i>to buy</i>
penser	<i>to think</i>
étudier	<i>to study</i>
demander	<i>to ask</i>
chanter	<i>to sing</i>
finir	<i>to finish</i>
rougir	<i>to blush</i>
choisir	<i>to choose</i>
réfléchir	<i>to reflect</i>
tenir*	<i>to hold</i>
sentir	<i>to smell</i>
dormir	<i>to sleep</i>
vomir	<i>to vomit</i>
attendre	<i>to wait</i>
apprendre	<i>to learn</i>
vendre	<i>to sell</i>
peindre	<i>to paint</i>
boire*	<i>to drink</i>
prendre*	<i>to take</i>
croire*	<i>to believe</i>
rire*	<i>to laugh</i>
écrire*	<i>to write</i>
dire*	<i>to say</i>
connaître*	<i>to know (so)</i>
mettre*	<i>to put</i>

Translation task →

Choose to translate into English (easy) or French (harder).

LOOK at one line of the text at a time

COVER the language you're translating into

WRITE your translation

CHECK and correct mistakes in purple pen

Describing a photo

Try to answer each question in full sentences in your book. Think about **People**, **Actions**, **Location**, **Mood** and **Weather**

1. Qu'est-ce qu'il y a sur la photo?
2. Où es-tu allé(e) en vacances l'année dernière?
3. Qu'est-ce que tu as visité?
4. Es-tu allé(e) au restaurant?
5. Où voudrais-tu aller l'année prochaine?



D'habitude je vais en vacances en <i>Espagne</i>	Usually I go on holiday to <i>Spain</i>
avec ma famille, mais cette année	with my family, but this year
mes parents ont décidé d' aller en Amérique	my parents have decided to go to America
parce que mon petit frère veut aller à Disneyland.	because my little brother wants to go to Disneyland.
Je ne suis pas très content(e) parce qu' <i>en Espagne</i>	I am not very happy because <i>in Spain</i>
j'ai des amis, et cet été je ne pourrai pas <u>les voir</u> .	I have friends, and this year I won't be able to <u>see them</u> .
Lorsque je suis en Espagne, j'ai l' <i>habitude</i> de me baigner	When I'm in Spain, I <i>am used to</i> bathing
au bord de la mer, et de jouer au ballon sur <i>la plage</i> .	at the seaside, and playing beachball <i>on the beach</i> .
L'année dernière pendant mes vacances d'été	Last year during my summer holidays
j'ai rendu visite à ma grand-mère qui habite à Madrid.	I visited my grandmother <i>who</i> lives in Madrid.
Nous sommes allés tous ensemble visiter	We all went together to visit
les monuments historiques de la ville que j'ai beaucoup aimés.	the town's historical monuments which I liked a lot.
Dans deux ans j'ai l' intention de retourner en Espagne	In two years I intend to return to Spain
pour y retrouver mes amis d'enfance.	to meet my childhood friends.

Essay writing

Write around 40 words on any of these questions. Use your old Knowledge Organisers and your beige book to help. Include *three tenses*, *opinions* (e.g. *j'aime*) and *reasons* (e.g. *parce que c'est...*)

Qu'est-ce que tu aimes faire le weekend?

What do you like to do at the weekend?

Décris ta famille Describe your family

Tu manges sain ? Do you eat healthily?

Quels sont tes plans pour Noël ?

What are your plans for Christmas?

Linking words

mais	but	however
et	and	then
aussi	also	after that
avec	with	first of all
quand	when	next
enfin	finally	to finish

All your LC4 vocab is also on **Quizlet!**



Photo task

au premier plan
in the foreground
au deuxième plan
in the middle
dans le fond
in the background

Cycle 4 in Music will continue to focus on the way musical elements are organised to create a new piece of music. We will look at Grace by Jeff Buckley and continue to apply popular composition methods to our own creative ideas.

Key words

Chord	2 or more notes played simultaneously.
Primary chords	3 most important chords of a key signature - chords 1,4 and 5
Secondary chords	Chords 2,3 and 6 of a key signature
Cadence	2 chords played one after the other.
Melody	The main tune, usually carried by the vocals.
Syllabic	Uses one note per syllable.
Melisma	Stretching the syllable over many notes,
Passing note	Where the music literally does what the lyrics say.
Conjunct	Moving in step
Disjunct	Moving in leaps

All of the information on this knowledge organiser relates to techniques and devices that musicians commonly use to create new music. This should give you ideas to help you successfully create your own song.

CREATING SUCCESSFUL CHORDS AND MELODY

The most successful and well loved songs usually have a few key things in common:

Primary chords:

Mostly primary chords. Whilst some secondary chords will be used to add variety, the chords pattern for most successful songs will use around 75% primary chords. Usually starting and ending on chord 1.

Use of cadences:

Most songs use perfect cadences (chord 5 followed by chord 1) and imperfect cadences (chord 1 followed by chord 5) effectively to create a feeling of the song being complete, or there being more to follow. Often, the end of a verse is chord 5, with the next chord at the start of the chorus being chord 1, which creates a strong link between the verse and chorus.

Melodic shape:

Mostly conjunct, creates a sense of order and a melody that is pleasing both to listen to and to sing. Most notes in the melody match the accompanying chord. The few notes that do not match the chord are called passing notes - using too many passing notes will prevent the melody from 'matching' the chords.

Cycle 4 in Music will continue to focus on the way musical elements are organised to create a new piece of music. We will look at Grace by Jeff Buckley and continue to apply popular composition methods to our own creative ideas.

PRIMARY AND SECONDARY CHORDS

CHORD NUMBER	I	II	III	IV	IV	VI	VII
PRIMARY / SECONDARY	P	S	S	P	P	S	*

CADENCES

The chords from the notes above can be put together to create cadences.

Finished cadences:

- **Perfect cadence: V, I** - A chord structure which ends with chords 5 and 1. Makes the phrase / feel complete.
- **Plagal cadence: IV, I** - A chord structure which ends with chords 4 and 1. Like the perfect cadence it makes the phrase / feel complete but is less common. Often found in hymns / religious music - known as the 'Amen' cadence.

Unfinished cadences:

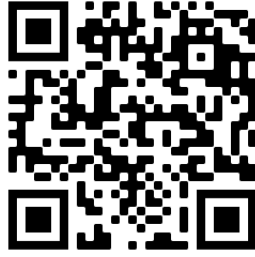
- **Imperfect cadence: I, V** - A chord structure which ends with chords 1 and 5. Has the opposite effect of perfect cadence - the music feels unresolved and unfinished. Often used at the end of a verse before a chorus.
- **Interrupted cadence: V, VI** - A chord structure which (usually) ends with chords 5 and 6. The chords are unexpected and creates suspense and anticipation within the music - the music does not go where the listener expects it to.

GRACE - JEFF BUCKLEY

Widely thought to be about death - Buckley creates a pained mood throughout using a variety of techniques including:

- Word painting
- Music tech effects,
- Guitar effect pedals
- Placing the song in a minor key.

Scan the QR code to hear Grace



Examples of word painting:

- 'Pain' is high pitched - represents wailing / crying in pain.
 - 'Fading voice' - again in higher register so not as strong.
- Can you identify any more as you listen to the song?

MELODY

- Mostly syllabic and conjunct, but shifts pitch to create effect.
- The third verse is an octave higher - gives a more intense sound and helps create the strained / pained feel.
- Uses melisma to emphasise certain words i.e. "afraid", "die", "fire".

Cycle 4 in Drama will focus on: structuring scripts and designing for performances. The role of a playwright and theatre designers.

What is a playwright?

A playwright writes the scripts for plays, which then go on to be staged in theatrical productions. It is a unique writing form, consisting of two principal elements: dialogue and stage directions.

Famous playwrights include:



William Shakespeare



Willy Russell



Caryl Churchill



August Wilson



Lynn Nottage



Mark Wheeler

<u>Key word</u>	<u>Definition</u>
Playwright	Someone who writes a play to be staged in theatrical production.
Dialogue	The words said by characters on stage.
Stage directions	The actor's guide to the blocking on stage.
Director	The person who oversees and leads the putting together of a theatre piece.
Designer	A person or team of people who design a particular element to support a theatre production. This might be: lighting, sound, set, costume, hair & makeup or props.

How to Structure a Script

A script is made up of dialogue and stage directions. Each have their specific aims.

DIALOGUE

Dialogue is a written or spoken exchange of words between one or more characters.

It is often easily identifiable as the script will clear write who will say the dialogue.

Each bit of dialogue is called a 'line'.

The dialogue gives us the content of the conversations had which give us the main plot line of the story.

STAGE DIRECTIONS

Stage directions guide actors' movements on the stage, called blocking.

These directions in the script written by the playwright in brackets, tell the actors where to sit, stand, move about, enter, and exit.

Stage directions can also provide details about how the playwright has imagined the environment and atmosphere. They describe critical physical aspects of the characters and settings.

Tom: What are you doing here Sarah?

(Sarah sits down on a chair and folds her arms)

Sarah: I'm not leaving until I know the truth.

Tom (angrily): You can't just walk in here and demand answers!

Sarah: Yes I can, and I will.

Drama

Belong Believe Be Proud

LIGHTING DESIGN

Spotlight

A Spotlight has a hard-edged effect, used to light characters or elements on the stage. It helps to draw audience focus or attention. Coloured gels can be used with this lamp.



Fresnel

A Fresnel is similar to a spot but is used for a softer edged effect, it's useful for good overall light when used with other Fresnels. Coloured gels can be used with this lamp.



Floodlight

A Floodlight produces a clear wide-angled light to fill the whole stage, but there's little control over the spread of the light. Coloured gels can be used with this lamp.



Gobo

A Gobo is a sheet inserted on a frame at the front of the light with a design cut into it. It filters the light, creating a picture effect on the stage. EG: to create the leaves of a forest, or the bars of a prison.



Coloured Gels

Coloured gels are a sheet of colour which are added to the front of some lanterns so that they throw coloured light onto the stage.



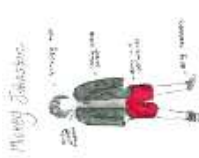
Strobe light

A strobe is a flashing light, used for special effects. It's often used to give the effect of old movies. It produces a jerky effect on the movements of actors when used on its own

COSTUME DESIGN

Costume, hair & makeup can support a production by:

- Provide the audience with basic information about a character, such as their age, gender, occupation and social class.
- Reveal lots of information about a character's personality.
- Reveal information about a character's circumstances within the play, eg: a character might begin the play wearing smart clothes but by the end of the play their costume might look creased and untidy to help communicate their journey and what they have experienced.



SET DESIGN

Backdrop

A backdrop is a large piece of cloth, painted to look like the scene that hangs behind the actors in a play.



Flat

A flat is a flat piece of theatrical scenery which is painted and positioned on stage so as to give the appearance of buildings or other backgrounds.



Decking

A type of makeshift staging used to create upper levels on the stage.



Truck

A moving platform on which a piece of scenery is built to facilitate scene changing.



Revolve

A turntable built into the stage floor on which scenery can be set and then turned.



Flies

The flies or 'fly system' is a rigging system of a series of ropes, pulleys and weights which enable crew to quickly and safely hoist up and down curtains, scenery or people.



During this topic you will learn the types, properties and uses of composite materials and polymers

Quiz 1 General Knowledge

A LCA is used to assess the environmental impacts of a product at every stage of its life: from obtaining the raw materials to the eventual disposal of the product ('cradle to grave').

Quiz 1 General Knowledge



- Good compressive strength, weaker under tension.
- Can be reinforced with steel rods.
- Used for construction.
- Can last over 100 years.

Concrete



- Very strong and stable manufactured board.
- Edges hard to finish.
- Flexible versions are available to create curves.

Plywood



- Layers of fibres embedded into polymers to strengthen it and add support against fracture. E.g. hose pipes.
- Strong and wear resistant.
- Good insulator of heat and electricity.

Reinforced polymers



- Lightweight.
- Used on boat hulls, car bodies.
- Corrosion, chemical and heat resistant.
- Water proof.

Glass reinforced plastic (GRP)



- Really good tensile (pulling) strength.
- Really good compressive (squashing) strength.
- Stiff, rigid and lightweight.
- Very expensive.
- Stronger than GRP.

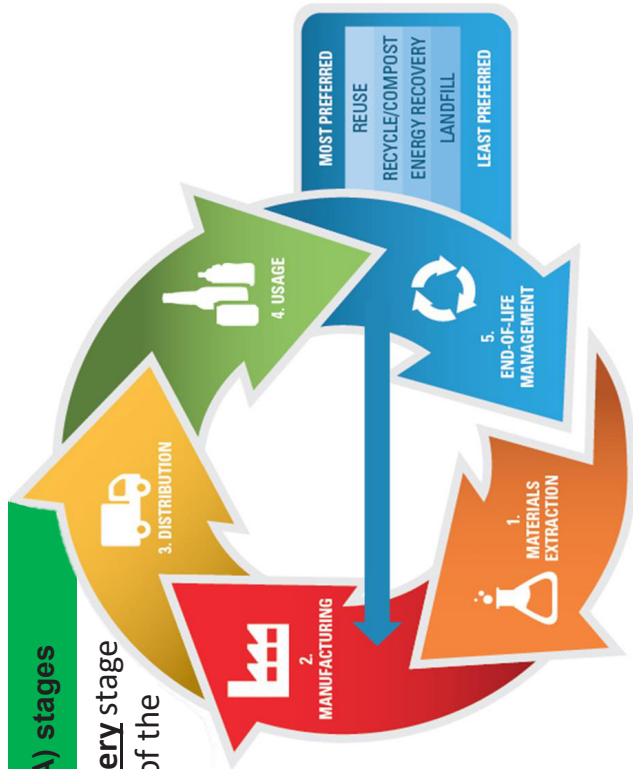
Carbon fibre reinforced plastic (CFRP)



- Materials that can sense and react to their surroundings independently without connection to a computer.
- E.g. prosthetics with sensor touch.
- Expensive and complex.

Robotic materials

Y9 Polymers Cycle Knowledge Organiser



Life cycle analysis needs to be considered by the **designer**, the **manufacturer** and the **consumer** to reduce negative impact on the environment. Do you consider the entire life cycle of the products that you buy?

What is the worst product you've ever bought with the environment in mind?



Composites are created when two or more **materials** are **joined** together to create new, **enhanced** materials. One material is known as the **matrix** while the other is the **reinforcement**.

Y9 Polymers Cycle Knowledge Organiser

Quiz 2 Properties

Polymers / Plastics can be divided into 2 categories

Thermosetting plastics

Uses

Polyester resin



- Hard
- Brittle
- Electrical insulator
- Can be cast into shapes

Urea formaldehyde



- Stiff / hard
- Strong
- Brittle
- Electrical insulator

- When first made they can be moulded into shape - a chemical change takes place.
- Hardens after cooling.
- If reheated it will melt and burn.
- Cannot be reheated and reshaped.
- Cannot be recycled.
- They are extremely strong and durable.

Thermoplastics

Uses

Acrylic



- Hard and rigid
- Range of colours
- Easily scratched
- Waterproof
- Insulator
- Alternative to glass



Biodegradable polymers



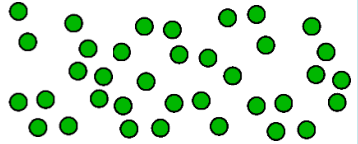
- Environmentally friendly
- Biodegradable
- Made from plant sugars and starches
- Non-toxic

- Softens when heated and can be moulded into shape.
- Hardens after cooling.
- If reheated it will try to return to its original shape (plastic memory).
- Can be reheated and reshaped many times.
- **Can be recycled.**
- Made from long polymer chains making them flexible under heat.

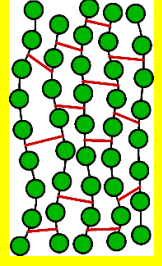
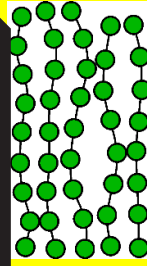
Quiz 3 Processes

Polymerisation

Monomers – single molecules



Polymerisation
Combining single molecules (monomers) into chains of molecules (polymers).



Thermoplastic polymers

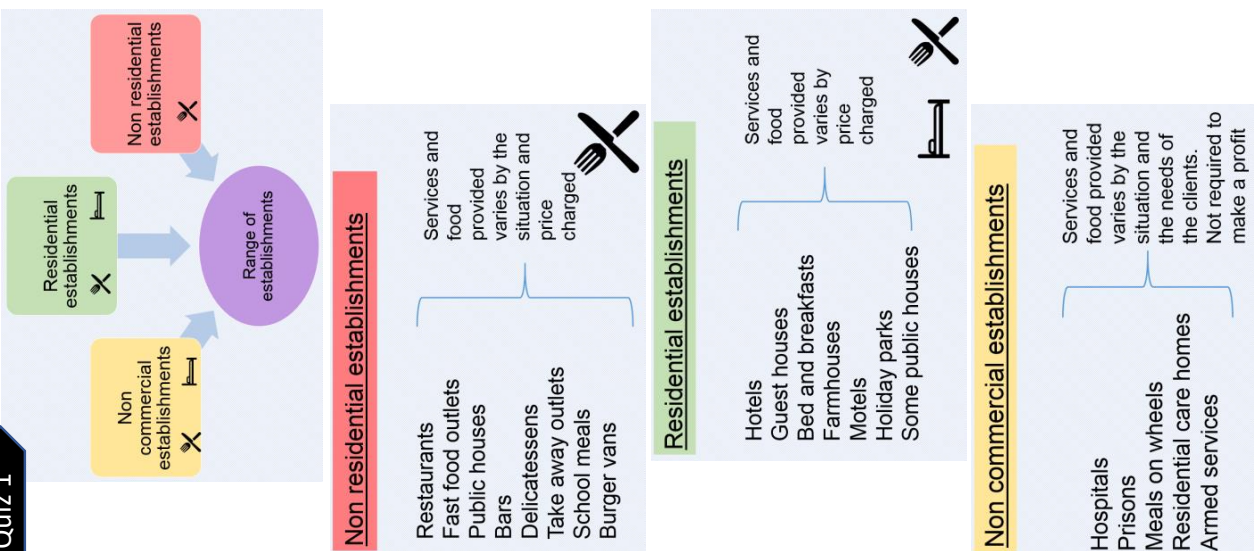
are made from long chains of molecules. When heated, the chains can move past each other meaning the polymer can be remoulded. They can be heated and remoulded many times.

Thermoset polymers are polymers which do not soften when heated, once they are solid they cannot be remoulded or recycled. This is because of the links between the polymer chains. This makes the polymer a more rigid structure.

Introduction to Hospitality and Catering

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Quiz 1



Quiz 2

Job roles

1. Executive/ Head Chef/ (Chef de Cuisine)	In charge of the whole kitchen
2. Second Chef (Sous Chef)	Directly in charge of production
3. Pastry Chef (le patissier)	Prepares pastries and desserts
4. Larder Chef (le garde manger)	Responsible for cold foods, including salads and dressings
5. Sauce Chef (le saucier)	Prepares sauces, stews & hot hors d'oeuvres
6. Vegetable Chef ('l'entremetier)	Prepares vegetables, soups, starches and eggs
7. Assistant Chef (commis chef)	Helps in all areas of kitchens, doing basic jobs
8. Kitchen porter	Cleans up after chefs and does the washing up

HASAWA 1974

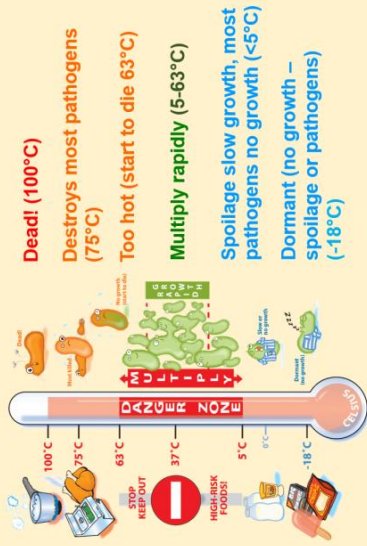
Health And Safety At Work Act

The act aims to:

- secure the health, safety and welfare of persons at work
- protect other people from health and safety risks caused by work activities
- control the use and storage of explosive and dangerous substances.

Quiz 3

Influence of temperature on bacteria



EHO - Environmental Health Officer

Role and powers of E.H.O

Environmental Health Officers

- Provide Food Safety advice
- Inspect food premises
- Enforce legislation covering food
- Investigate outbreaks of food-borne disease and possible offences
- Powers of entry at any reasonable time
- Inspect food and premises
- Power to seize and detain food
- Serve notices, power to close businesses
- Power to prosecute

Food premises must

- Be well maintained
- Be regularly checked
- Have lockers for employees
- Have hand wash facilities
- Have clean cloakroom and toilet facilities
- Have first aid available
- Have clean storage areas
- Have temperature controlled fridges and freezers
- Have equipment that is clean and in good working order
- Be free from pets and pests etc

Cycle 4 in Year 9 PE will focus on developing your **wellbeing** through activities such as **Cricket, Rounders and Tennis**.

Cycle 4 Knowledge Organiser

<u>Concept - Wellbeing</u>	<u>Key words and definitions</u>
	<u>Wellbeing - Focus Statement</u>
Health	<i>I understand how physical activity affects my health with confidence</i>
Flourish	<i>I can identify factors that help me succeed</i>
Confidence	<i>Adapting my technique to improve with confidence</i>
Guide	<i>Supporting others with their learning consistently</i>
Awareness	<i>Identifying how my attitude affects my team's success</i>
Mental Toughness	<i>Responding appropriately to competition even if I am not the winner</i>
Mindset	<i>Approaching activities with a positive outlook with consistency</i>
Perseverance	<i>Completing my assessment with the best of my ability</i>
Growth	<i>Responding to feedback to enhance my knowledge and skills</i>



Wellbeing



Cycle 4 - Cybercrime

What is Cybercrime?

Cybercrime is criminal activity that either targets or uses a computer, a computer network or a networked device. Most cybercrime is committed by cybercriminals or hackers who want to make money.

Phishing

Phishing is a cybercrime in which a target or targets are contacted by email, telephone or text message by someone posing as a legitimate institution to lure individuals into providing sensitive data.

What to look out for:

Poor Spelling/Grammar	Sense of Urgency
Request for personal information.	Suspicious links

Password Rules

- Make them long. At least 16 characters—longer is stronger!
- Make them random. Two ways to do this are: Use a random string of mixed-case letters, numbers and symbols. For example: ...
- Make them unique. Use a different strong password for each account.
- Never use a memorable word as your password.

Cycle 4 - Cybercrime

Malware

- Malware stands for “malicious software”
- It is a small program which enters a computer or network through a downloaded file or vulnerability in a network.

Ransomware

Ransomware is software illegally installed on a computer so that the user cannot access their files until a ransom is paid.

Avoiding malware

You should keep browsers up-to-date, install antivirus software and check before you click.

Copyright Law

Copyright law protects the owner of a creative work from having it illegally copied.

© **Copyright D Morris 2018**

This means that you are not allowed to copy or redistribute this work.

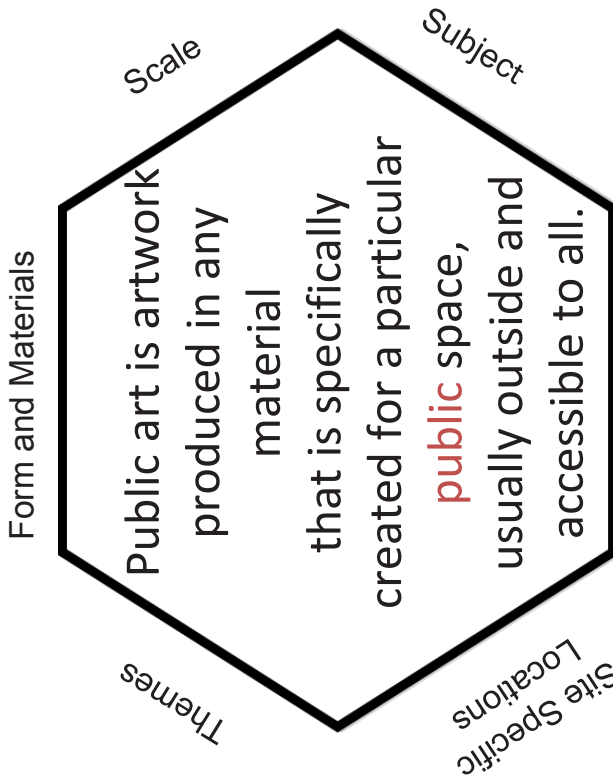
In the UK, copyright lasts for the author's lifetime plus up to 70 years after the author dies.

Plagiarism

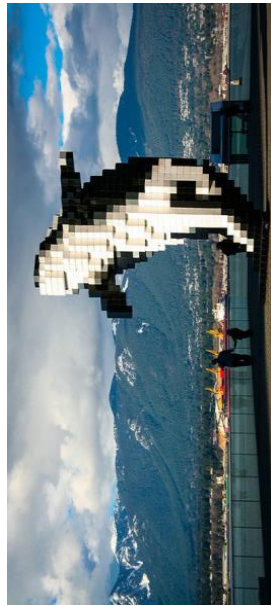
Plagiarism means copying someone else's work and presenting it as your own.

Plagiarism is an ethical offence and copy infringement is a legal one.

During Cycle 4 you will be studying works of Public Art and in particular looking at the artist Steve McPherson. Working to a brief, your challenge is to create ideas and drawings for a Public Art piece in the grounds of The King Alfred School Academy.



Svetlana Kondakova
‘Bridgwater Bay Mudflats’
2022



Douglas Coupland
‘Digital Orca’
2009



Jeff Koons
‘Puppy’
1992



Claes Oldenburg
‘Dropped cone’
2001



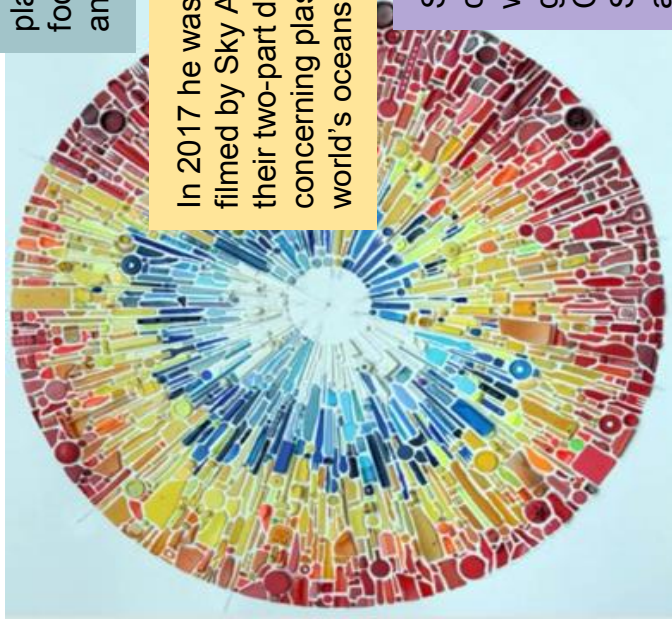
Anish Kapoor
‘Cloud Gate’
2006

Some works are figurative (you tell what they are) while others could be **abstract** (they don't represent something clearly).

Art

Steve McPherson

Born 1972



For over 25 years Steve McPherson has used found objects from his local coast as a material for his artworks. Since 2007 the plastic shards and novelties have become his focus for the development of his concepts and concerns.



In 2017 he was interviewed and filmed by Sky Arts Germany for their two-part documentary concerning plastic pollution of the world's oceans 'Dead Sea'.

Since 2010 McPherson has collaborated artistically to promote the work of a range of marine conservation groups including the Marine Conservation Society, Surfers Against Sewage, Race for Water Foundation and Plastic Oceans.

From 2009 his works have appeared in many hard copy and online journals and publications including; Surf simply magazine, The Times Newspaper and British vogue.

His work is held in private, public and corporate collections worldwide.

Plastic waste

How can you reduce?

1. Stop using plastic straws, even in restaurants...
2. Use a reusable shopping bag
3. Buy and coffee cup container
4. Refuse plastic cutlery
5. Buy biodegradable containers for products
6. Use shampoo and soap bars instead of plastic containers
7. Purchase food; like cereal, pasta and rice from bulk bins and fill a reusable bag or container up
8. Avoid excessive food packaging in supermarkets.



Despite being colour blind, Steve McPherson creates work involving beautiful colour compositions and patterns.

Stick Timetable Here

Learning Cycle 4



Belong

Believe

Be Proud