

KNOWLEDGE ORGANISER



Seahaven Academy

The best in everyone™

Part of United Learning

YEAR 9:

Terms 1 and 2

2023 - 2024

Foundation

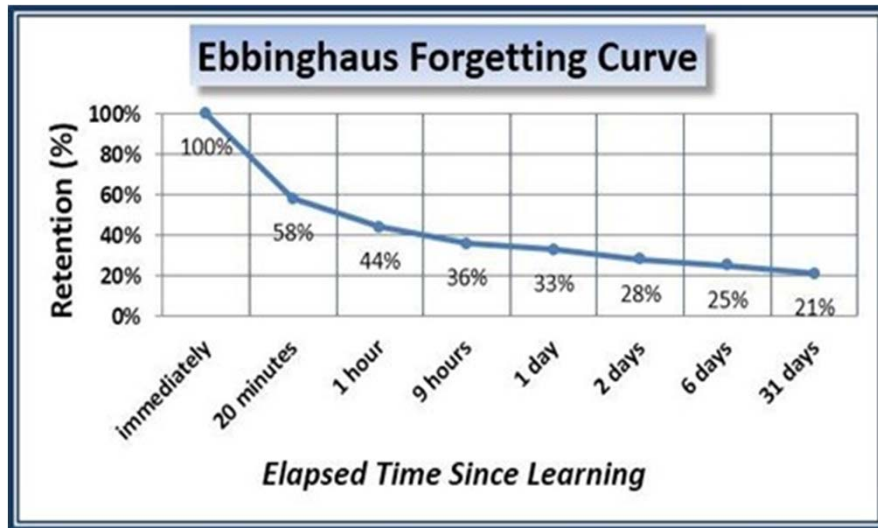
Subjects



Name: _____

Tutor Group: _____

Knowledge Organisers and The Forgetting Curve



Why are knowledge organisers important?

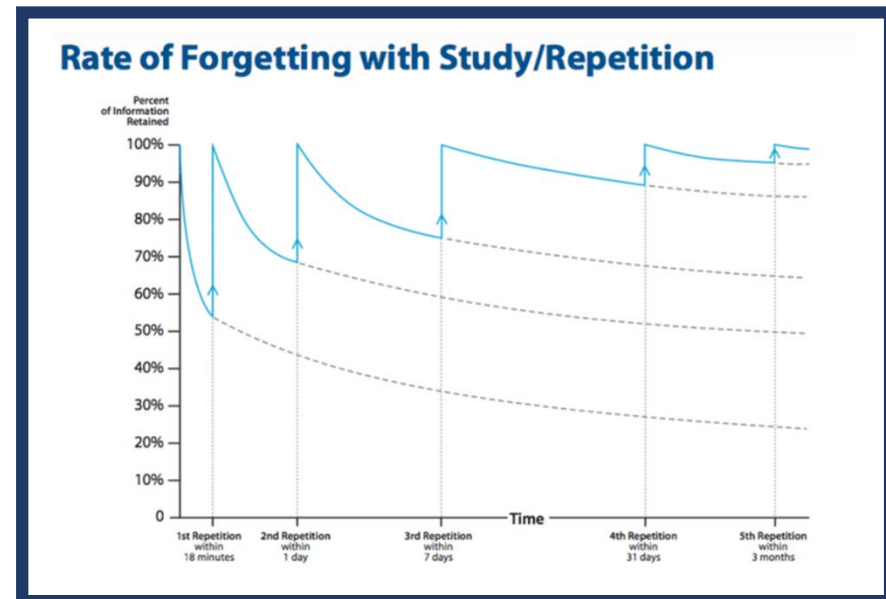
- Almost as soon as we have learnt something we begin to forget it
- In fact, it is surprising how quickly we begin to forget and within a few hours we usually only remember a fraction of what we have learnt, the graph (left) is an example of how this happens

What can knowledge organisers be used for?

- The speed and amount of forgetting can be reduced by using knowledge organisers to practice recalling what you know
- By retrieving something back into our working memory we slow the rate of forgetting (see the second graph, below)

How will we be using our knowledge organisers?

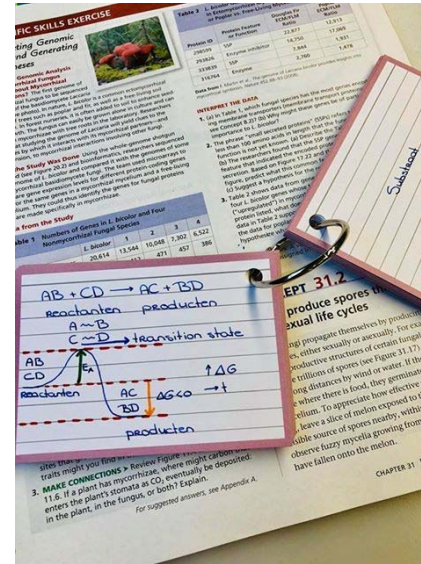
- You need to bring these to school each day in your bag, they may be used in lessons
- You will be set homework activities that use them
- You should use them to practice recall – there are tips on ways to do this in the next few pages
- You will use them to prepare for end of unit tests, including the 'Haven Hundred', set in drop-down tutor time during the penultimate week of each term



How To Use Your Knowledge Organiser

Make Flashcards

- A flashcard is a piece of card that has a cue or hint on the front side, and the answer on the back side.
- The cue can be a question, an image, or just one word that prompts or triggers a response
- Flashcards are one of the best ways to remember new information because they involve you in active learning, repetition, and reflection of your answers
- Use them to play memory test, pairing games, self quizzing or others quizzing you.
- They are very effective when used with the Leitner technique (see below)



Leitner Technique

When you've written the flashcards, they're sorted into three different boxes: 1, 2 and 3.

You start with all the cards in Box 1.

You learn these every day

You know a card from Box 1? Then it goes to Box 2.

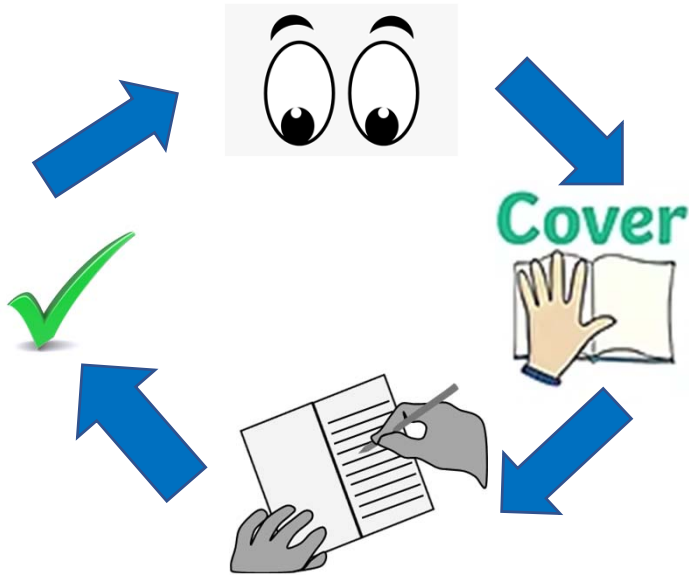
You learn these every three days

You know a card from Box 2? Then it goes to Box 3

You learn these 3 every five days

If you get a card wrong, it goes back to Box 1

How To Use Your Knowledge Organiser



Read – Cover – Write – Check – Repeat

Read – a small section of your knowledge organiser

Cover – Cover the information so you are unable to read it

Write – out what you have remembered

Check – the knowledge organiser to see if you are right and add in any missing points in a different colour pen

Repeat this process the next day then a few days later

Help From Others

Parents/Carers /Siblings/ Friends

Where possible involve others in your review and recall practice. They can:

- Use your Knowledge Organiser to ask you questions or set you a quiz
- Play memory games with your flashcards – pairs or snap (with diagrams and specialist terms, specialist terms and definitions)
- Check your notes with you after read – cover – write
- Watch the videos and read the attached articles with you



Useful Links

Flashcards and Leitner Method

Read

<https://study-stuff.com/how-to-study-flashcards-with-the-leitner-method/>
<https://e-student.org/leitner-system/>

Watch

<https://www.youtube.com/watch?v=d9u3KxGCio8>
<https://www.youtube.com/watch?v=C20EvKtdJwQ>

Different Methods of Revision – Created by Staff at Seahaven

<https://www.seahavenacademy.org.uk/parents/key-stage-information-evening/key-stage-4-information>

Homework Sites We Use That Assist with Recall

<https://senecalearning.com/en-GB/>
<https://hegartymaths.com/>
<https://www.languagenut.com/en-gb/>

Climate Change

Background:

- Since the 1860s the global climate has been recorded.
- Since then, the climate globally has increased by 0.8° Celsius.
- Climate scientists can use methods to find out about the global climate before we started recording it. **(B)**
- From this evidence we can see that the planet has always gone through periods of warming and cooling. **(A)**
- However, the rapid increase of CO₂ in the atmosphere from burning fossil fuels, is causing the enhanced greenhouse effect. **(D)**
- The enhanced greenhouse effect is causing changes to the planet, such as the melting of Arctic sea ice, rising temperatures, and an increase in extreme weather events such as tropical storms. **(E, F)**
- Countries are trying to resolve the issues related to climate change by limiting the amount of CO₂ released into the atmosphere, this is known as mitigation. **(G, H)**
- Some countries are trying to adapt to climate change by building flood barriers and growing drought resistant crops. **(G, H)**

A. Changes in climate (3)

Climate change	The process of the Earth's climate changing over time.
Glacial periods	Cold periods.
Inter-glacial periods	Warm periods.

B. Measuring climate change (3)

Ice cores	Each layer of ice in a core represents a different year. CO ₂ can be measured in each layer, and therefore the temperature.
Tree rings	Each ring represents a different year. Thicker rings show a warmer climate.
Historical evidence	Paintings and diaries e.g. paintings of ice fairs on the frozen Thames 500 years ago.

C. Natural climate change (3)

Volcanic eruptions	Ash from volcanic eruptions can block sunlight, making it colder.
Sun spots	The sun can give out more energy due to an increase in sun spots.
Orbital change	The orbit of the sun changes from oval (ellipse) to circular approx. 98,000 yrs.

E. Effects on people (6)

Tropical storms	Increase in frequency and intensity so more damage.
Sea-level rise	Increased risk of floods, damaging property and businesses.
Melting Arctic ice	Affects trading routes in the Arctic Circle.
More droughts/floods	Crop failure, could lead to starvation and famine.
Cost of defence	Governments have to spend more money on disasters instead of developing.
Environmental Refugees	Pressure on countries to accept refugees.

G. Strategies to resolve climate change (4)

Adaptation	Adapting to climate change to make life easier.
Adaptation examples (3)	<ol style="list-style-type: none"> Building flood defences. Growing new crops to suit the new climate. Irrigation channels, sending water from areas of surplus to deficit.
Mitigation	Trying to stop climate change from happening by reducing greenhouse gases.
Mitigation examples (3)	<ol style="list-style-type: none"> International agreements. Alternative energies. Carbon capture.

D. Human-induced climate change (5)

Greenhouse effect	The way that gases in the atmosphere trap heat from the sun. Like glass in a greenhouse they let heat in, but prevent most from escaping.
Greenhouse gases	Gases like CO ₂ and methane that trap heat around the Earth, leading to climate change.
Transport	More cars, so more CO ₂ causing the enhanced greenhouse effect.
Farming	Farming livestock produces methane, this is a greenhouse gas.
Energy	More energy required, meaning more fossil fuels burnt, so more CO ₂ .

F. Effects on the environment (4)

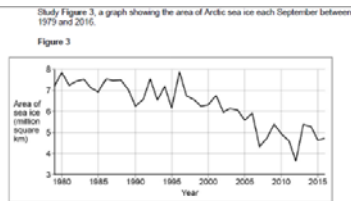
Sea temperature rises	Coral bleaching and destruction of marine ecosystems.
More droughts	Migration/ death of species which can not survive drought conditions.
Melting glaciers (ice rivers)	Will send more fresh water into the sea, causing the sea level to rise.
Melting Arctic ice	Loss of habitats for animals, such as polar bears.

H. Place specific examples (2)

Adaptation	The Thames Barrier. Positive: Stops flooding due to rising sea levels. Negative: Expensive
Mitigation	The Paris Agreement. Positive: Countries are trying to lower CO ₂ emissions. Negative: The USA pulled out and China did not sign up.

KPI 9.1.1

Evidence of climate change:



What is the evidence for climate change?

1. The world's climate has always changed. During the Medieval Warm Period grapes were grown in London but during the time of the Stuarts, the River Thames would freeze.
2. **Since 1880** the Earth's climate has increased by approx. **0.8 degrees**.
3. However, the increase in temperature has **not been steady**. The first graph shows that this increase **fluctuates**.
4. 16 out of the 17 warmest years in the last 136 years have all occurred since 2001.
5. Also, since the 1980s the **Arctic sea ice has been in decline**. fluctuated, with the

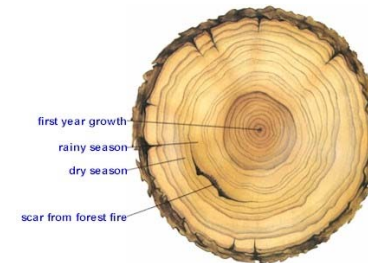
Methods to find out what the climate was like in the past:

Ice cores



1. **Ice sheets** are huge blocks of ice made up of **layers**. A new layer forms each year.
2. **Gases trapped in the ice** give information about the **temperature** when they were trapped.
3. One ice core from Antarctica shows the temperature change over **400,000 years**.

Tree Rings



1. As a tree grows, a **new outer layer (or ring)** is formed each **year**.
2. These are thicker in warm, wet conditions.
3. Tree rings can go back **10,000 years**.

Temperature records

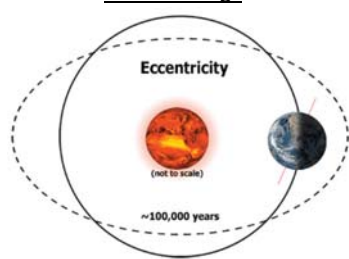


1. Since the 1850s, global temperature has been measured.
2. **Thermometers** are used to measure temperature and are very **accurate**.

KPI 9.2.1

Physical cause of climate change

Orbital change



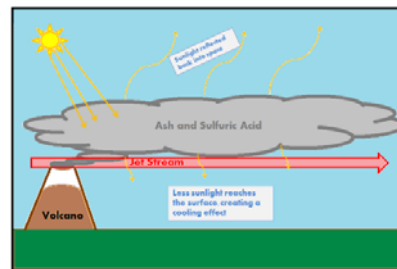
1. **Orbital change** is about how close the Earth is to the sun. Every 100,000 years the proximity of the **Earth's orbit** will move from **circular to elliptical (oval)**.
2. The further the Earth is from the sun, the colder the temperature. A more eccentric (**elliptical**) orbit makes the distance from the Earth to the sun fluctuate.

Sunspots



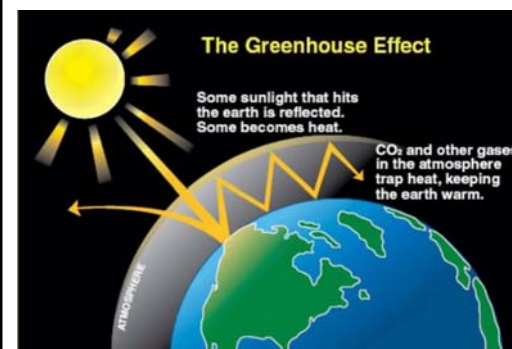
1. These are **dark spots** that appear on the surface of the sun.
2. The **more** the sunspots, the **greater** the heat produced.
3. They come and go in **11-year cycles**.
4. This is known as the **sunspot cycle**.

Volcanic eruptions



1. Lots of **material** is released into the **atmosphere** during a volcanic eruption.
2. This **reflects the sun rays back out** (so they do not reach the Earth).
3. This leads to **cooling** e.g. after the Mt Pinatubo eruption (1991), global temperature fell.

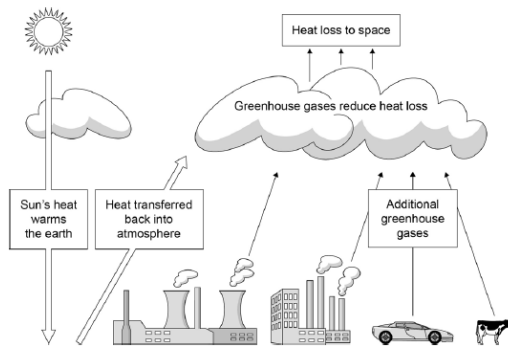
Manmade greenhouse effect



5. The atmosphere is made up of many gases, two important gases are carbon dioxide (**CO₂**) and **methane**.
6. **Human activity** e.g. driving cars and using electricity often requires the burning of **fossil fuels** such as oil and coal, which give off **CO₂**.
7. These **greenhouse gases** are released into the **atmosphere** and they trap more and more rays that would normally escape into space.
8. So, the **global temperature increases**.

1. **Sun rays** travel through the **atmosphere** to Earth.
2. As they **reflect** off the **Earth**, some of the outgoing rays **escape** back out of the atmosphere.
3. **Some** are **trapped**.
4. This balance is needed to keep the Earth warm enough for life.

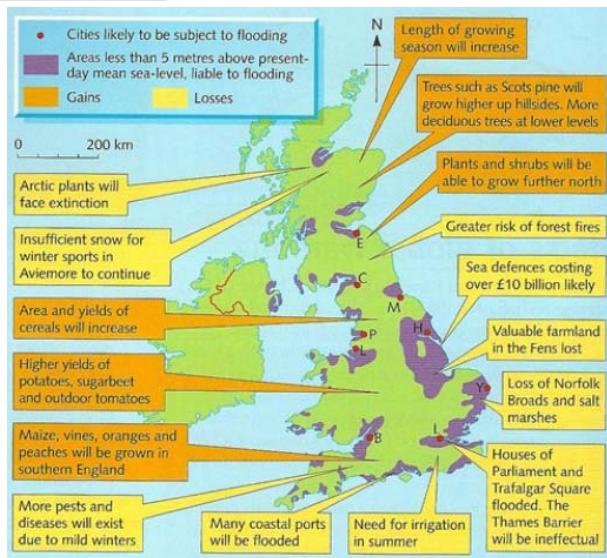
Human factors causing climate change:



1. **Cars (and other transport)** burn fossil fuels increasing CO₂ into the atmosphere.
2. **Coal and gas power plants** give off CO₂ whilst burning fossil fuels to make electricity.
3. **Building factories** means more electricity is needed.
4. **An increase in the standard of living** means more electricity used in homes so more CO₂ is released.
5. **Increased farming** (pastoral) means more dung so more methane.
6. **Deforestation** means less trees to absorb CO₂

Developed countries are the biggest contributors to the greenhouse effect. This is because they have more technology and money to do the things above.

KPI 9.1.3



Environmental impacts of climate change

1. **Warmer climate** means glaciers and ice sheets melt (e.g. Greenland) so sea levels will rise.
2. **Sea ice shrinking** means lost habitats e.g. **polar bears risk extinction**.
3. **Rising sea levels** means coastal areas flood which **destroys habitats** e.g. Norfolk Broads.
4. **Sea temperatures rise** so **coral reefs are bleached** and habitats are lost e.g. the Great Barrier Reef.

Social impacts of climate change

1. **Temperature rise** so there are more **droughts & deaths** from dirty water in places like the Sahel.
2. **Rising sea levels** means coastal areas are flooded, leading to migration. For example, **Shanghai** is at risk with 24.5 million people.
3. **Lower yields of crops** (e.g. Maize) due to warmer temperatures means farmers go bankrupt.
4. Droughts cause **crop failure**, which can cause famine and starvation.
5. **Sea temperatures increase**, causing more **tropical storms**, causing death / homelessness.

Mitigation vs Adaptation – dealing with climate change

Mitigation:

International agreements:

Countries agree to reduce their carbon emissions (carbon footprint) by setting emission targets.

1. Good – reduces CO₂, so stops the negative impacts e.g. flooding
2. **Bad – not all countries agree to this e.g. USA pulled out of the Paris Accord. China has not engaged = CO₂ still increases as these are the biggest contributors.**

Alternative energies:

Using wind farms, solar energy, nuclear and tidal.

1. Good – reduced CO₂ and associated effects, also they will not run out (infinite).
2. **Bad – unreliable so will need to use fossil fuels when they are not working. Also, expensive initially, so higher bills.**

Carbon Capture:

Some power plants are designed to capture the CO₂ they create when they burn fossil fuels. Once caught, it is stored underground.

1. Good – reduces CO₂, so reduces consequences e.g. flooding.
2. **Bad – expensive = higher bills. The ground could crack causing CO₂ to escape.**

Adaptation:

Coping with rising sea levels:

Sea levels are predicted to rise by 82cm by 2100. Physical barriers – flood embankments (levees) could be built e.g. The Thames Barrier.

1. Good – these will hold the water back.
2. **Bad – very expensive, so developing countries will unlikely be able to prevent floods and the people will be forced to move.**

Changing agricultural systems:

Crop patterns are changing. In Kenya drought resistant crops are being used to provide food even when rainfall is low.

1. Good – reduces the risk of starvation.
2. **Bad – can be expensive, so the cost of food increases, resulting in the poor going without.**

Managing water supply:

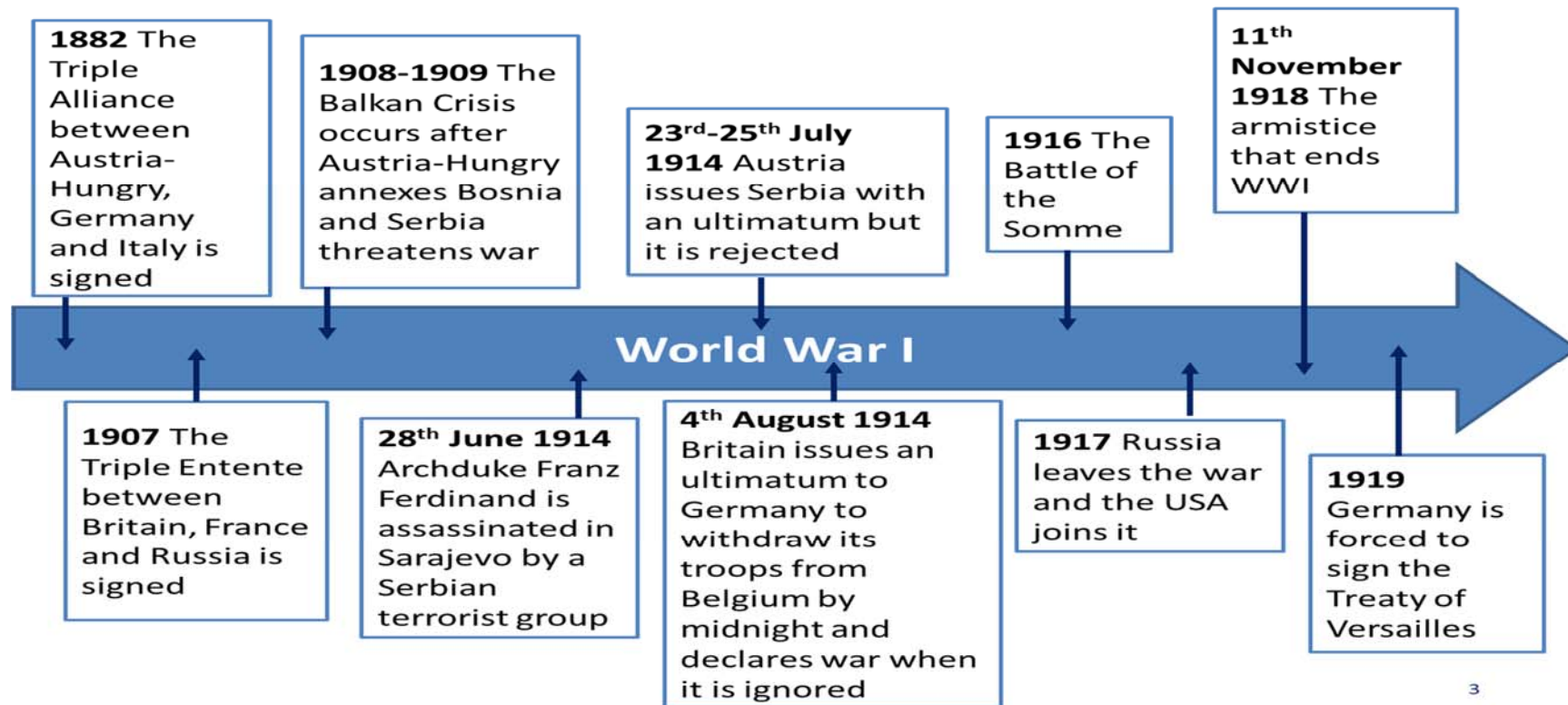
Areas will get drier, so adding water meters may reduce use. Also, using water storage facilities.

1. Good – people will have clean water during times of low rainfall.
2. **Bad – water meters may not change usage in wealthy countries. Both have little impact if there is not enough rain, so the impacts of droughts e.g. drinking dirty water will remain.**

- 9.1.1 Can describe the evidence to suggest that the world's climate is changing.
- 9.1.2 Can explain the natural and human processes which cause climate change.
- 9.1.3 Can discuss the different impacts that climate change will have globally.
- 9.1.4 Assess the effectiveness of methods used in response to climate change.

Year 9, Topic Summary Sheet

Unit 1: WWI



Key concept: Causation	
Long term	Factor(s) that were around or happened significantly before hand. E.g. underlying tensions and rivalries between the Great Powers such as the desire to have a large empire and army/ navy.
Short term	Factor(s) that happen relatively close to the event you are studying that increases tensions and make war much more likely. E.g. The Balkan Wars.
Spark or Trigger	A significant factor or turning point, that has an immediate impact that sets a sequence of events in motion that won't turn back. E.g The assassination.

Long term causes: Who were the Great Powers in 1900 and what were their concerns?

The European 'Great Powers' at the turn of the 20th century were held in a delicate 'balance of power' that was disrupted in the 1900s due to many factors, such as nationalism and imperialism, which led to war in 1914. All the nations

Great Britain—They were seen as the strongest country in Europe, they were heavily reliant on trade with their overseas Empire that stretched from Australia, India, African nations to The Americas. They had the largest navy and felt vulnerable to other nations who sought to develop their navies. When Germany began to build their navy they saw this a direct challenge and began to consider an alliance with France. They had a small army.

France— They were a very strong imperial power that had a large army. They sought revenge with Germany after they lost the Franco-Prussian war and had been humiliated. Bismarck's policy was to isolate France and not allow her any European allies. Britain were not interested in becoming allied with the French as they has no interest in Europe at this point, and previously had a strong rivalry with France.

Germany— They were a newly unified country in 1870, it had previously been lots of states, but it was unified by Otto von Bismarck who was the new diplomatic Chancellor. The King of Prussia became the Kaiser (king) of Germany. Kaiser Wilhelm II began to demand more status in the 1900s and desired more land, Germany's 'place in the sun'. They had won a war against France in 1870 and made the French pay them money for compensation and demanded the border territories of Alsace and Lorraine. Therefore, the French and Germany were bitter enemies in 1900 and Germany

Austria-Hungary (Habsburg) – Their empire extended across central Europe and into South Eastern Europe, known as the Balkans. Their empire was weakening as nationalist threats broke out, encouraged by the demise of the Ottoman Empire (Turkey). They saw their biggest threat as Russia, who were looking to expand in the region, to get a warm water port in Europe.

Russia—They were the largest country by far and had huge numbers of people in their nation, however it was seen as 'backward' and feudal by the other European nations. They had no over seas empire, but had expanded into Asia. Their military potential was vast but limited due to its lack of industrialisation of weapon supplies. They exited WWI in 1917 due to a communist revolution, which replaced their monarchy.

Italy— Like Germany, they had also been unified from small states in 1871 to form the new nation, Italy. It was relatively weak compared to the other nations, but had ambitions of an empire and to have a place with the other Europe-

Keywords	
Alliance — An agreement between countries that benefits each of them.	Imperialism — Extending a nation's power and influence by colonizing other countries.
Annex — To seize an area of land, normally by force, and make it part of your country.	Militarism — A belief that it is necessary to have strong armed forces and that this force should be used as a solution to any threat.
Armistice — A ceasefire between the Allies and the Germans. It signaled the end of war.	Nationalism — An intense form of patriotism where the value and importance of your country is exaggerated.
Arms Race — A competition between countries over the development and production of weapons.	Naval blockade — Allied efforts to restrict the supply of essential goods back to Germany, resulting in a starving German population.
Artillery —Heavy guns and mechanized cannons firing shells.	Reparations — Financial compensation for war damage paid by a defeated state.
Balance of Power —A belief in that the size and power of the alliances of the Great Powers would prevent either side starting a war.	Schlieffen Plan — The German war plan to invade France quickly and encircle Paris.
Brinkmanship —To pursue a dangerous policy to the limits of safety especially in politics.	Stalemate —A situation where neither side fighting in a war can make progress .
Conscription — Forcing ordinary citizens to fight as soldiers in a war.	Trench system — Connection of long narrow ditches for soldiers to take shelter from enemy fire and a supply of ammunition and medical sup-
Encirclement — When something is surrounded, such as Germany by the Triple Entente.	Treaty — A formal agreement between states. E.g. The Treaty of Versailles,
Gas —A poisonous agent used in warfare. It was used for one of the first times in WWI and had a damaging psychological impact, leading to shellshock.	Trigger — An event or action which has immediate significant consequences, e.g. the assassination at Sarajevo.
Great Powers —Countries that have international influence and military strength.	Ultimatum — A final demand, the rejection of which will result in a breakdown of relations. E.g. What Austria-Hungary presented to Serbia in July 1914.

How do I use my knowledge organiser?

Have you learnt the key dates of this unit?

Can you put the dates into chronological order?

Have you mastered the keywords?

Can you spell them?

Can you define them?

Have you understood the key concept?

Fluency Sheet					
1	What lands had been taken from France by Germany in the war between them in 1871?	Alsace and Lorraine	21	Who assassinated the Austro-Hungarian Arch Duke Franz Ferdinand?	Gavrilo Princip
2	Which Great Power did not have an overseas empire but had expanded in Asia?	Russia	22	Where was Arch Duke Franz Ferdinand assassinated?	Sarajevo, Bosnia
3	Which Great Power had the largest and most powerful navy in 1900?	Great Britain	23	Which Serbian nationalist group did he belong to?	Black Hand
4	What did Russia want to gain in south east Europe?	Russia wanted to expand into Europe and gain a warm water port	24	What was the area between the two front line trenches of the opposing side known as?	No Man's Land
5	When was the Entente Cordiale signed?	1904	25	What was the purpose of the dug-out?	To sleep in, rest from artillery bombardments, they were dug deep into the land. The German dugouts were known to be deeper because they were defending land
6	Which countries signed the Entente Cordiale?	Britain and France	26	What was Trench Foot?	A disease men caught from standing in wet trenches in their boots – their feet became infected and the skin burst
7	Which countries signed the Triple Alliance, when and with what ambition?	Germany, Italy and Austria-Hungary, 1882 - Bismarck wanted to isolate France	27	How did soldiers in the trenches spend most of their time?	They spent it repairing the trenches
8	Which country joined the Entente Cordiale to make the Triple Entente and when?	Russia, in 1907	28	When was the Battle of the Somme?	July to November 1916
9	Which Great Power believed they were encircled and therefore felt threatened?	Germany	29	What is a Pals' battalion? Give an example of one.	Men who had enlisted together, usually from the same town or village, fought together.. E.g. Accrington Pals.
10	What was the battleship called that Britain developed in 1906 that Germany copied that triggered an arms race?	HMS Dreadnought	30	Who was the British General in charge of the military plans of the Somme?	General Haig
11	What was Germany's plan for war?	The Schlieffen Plan	31	What was the Ludendorff offensive?	The last German spring offensive in 1918 by the Germans on the French and British front lines
12	What was the BEF?	The British Expeditionary Force – 150,000 highly trained and well-equipped men.	32	What examples of new technologies in warfare were developed further throughout WWI?	Tanks, gas, aerial assault, machine guns, moving artillery cannons
13	Who had the largest land army in 1914?	Germany, 1.5 million men. However, Russia could quickly overtake this when they mobilised fully.	33	Which Great Power left the war in 1917 and why did they leave?	Russia left the war in 1917 after a revolution put a Communist government in charge, which made peace with Germany
14	In what years did the Balkan Wars occur?	1912-13	34	When did WWI end with the armistice?	November 11th 1918 — remembrance day
15	Why was Austria-Hungary concerned about Serbian strength in the region?	Austria was concerned that the Serbs in its empire might also demand independence especially in the newly annexed Bosnia.	35	What were the politicians known as who signed the Treaty of Versailles?	The Big 3 (Lloyd George - Britain; Clemenceau - France, and Wilson - USA.)
16	Who did Serbia have an alliance with?	Russia	36	When was the Treaty of Versailles signed?	June 28th 1919
17	What was the aim of the Black Hand?	To unite all Serbs under the leadership of Serbia no matter where they lived in the Balkans	37	What did the French leader, Clemenceau, want to do to Germany?	Punish Germany and treat them harshly, "squeeze them till the pip squeaks"
18	What was the 'blank cheque'?	Germany's total support of Austria-Hungary over its handling of the assassination and dealing with Serbia.	38	How much in reparations did Germany have to pay?	£6600 million
19	Whose neutrality did Britain promise to defend in 1914?	Belgium	39	Which land did Germany lose after the Treaty of Versailles?	Alsace and Lorraine, Posen, West Prussia, Danzig port, all overseas colonies
20	What did Austria-Hungary give Serbia after the assassination?	An ultimatum	40	Which organisation was set up to try and prevent further world wars?	The League of Nations

Fluency Sheet– Forgotten armies of WW1		
1	What made WW1 a true world war compared to previous conflicts?	Indigenous people across the world fought alongside each other
2	Across which five continents did battles take place?	Europe, Asia, Africa, North America, South America
3	Which empire brought in the Middle East to the war?	The Ottoman Empire
4	What were Germany's colonial aims of WW1?	To increase the size of their empire
5	What did nationalists like Gandhi suggest for why Indian troops were keen to fight in WW1?	To gain more autonomy after the war
6	How did British propagandists display Britain to the empire?	The paternal figure of the empire
7	Why did Germany attack Britain's colonies?	To spread the British army across the world
8	How many non-white, non-European soldiers fought for Britain, France and their allies?	4 million
9	What were millions of men of both sides press-ganged to carry in Africa?	Equipment, food, ammunition
10	What weapon did Ganga Singh carry?	A rifle
11	Which country had the largest volunteer army in the world?	India
12	In which battle was chlorine gas first used?	Second Battle of Ypres
13	What did the Chinese Labourers quickly become specialists in digging?	Trenches
14	Which native Canadian tribe was the soldier Mike Mountain Horse	Kanai Blood Tribe

Knowledge Organiser | Life and Death

1	Morality	Principles concerning the distinction between right and wrong or good and bad behaviour.	11	Relativism	The view that morality exists in relation to culture, society, or historical context, and is not absolute.
2	Ethics	Moral principles that govern a person's behaviour or the conducting of an activity.	12	Agape	Unconditional love, "the highest form of love, charity" and "the love of God for man and of man for God".
3	Sanctity of Life	The view that all life is sacred because it is made by God.	13	Abortion	A procedure to end a pregnancy.
4	Quality of Life	The standard of health, comfort, and happiness experienced by an individual or group.	14	Pro-Life	Opposing abortion and euthanasia.
5	Rules	One of a set of explicit or understood regulations or principles governing behaviour.	15	Pro-Choice	Advocating the legal right of a woman to choose whether or not she will have an abortion.
6	Natural Moral Law	A system of laws based on close observation of human nature, given to humans by God.	16	Euthanasia	The painless killing of a patient suffering from an incurable and painful disease or in an irreversible coma.
7	Precept	A general rule intended to regulate behaviour or thought.	17	Capital Punishment	The legally authorized killing of someone as punishment for a crime.
8	Reason	The power of the mind to think, understand, and form judgements logically.	18	Animal Rights	the rights of animals to live free from human exploitation and abuse.
9	Absolute	A value or principle which is regarded as universally valid.	19	Dominion	To be in charge of something or rule over it.
10	Situation Ethics	The view that there should be flexibility in the application of moral laws according to circumstances.	20	Stewardship	The job of supervising or taking care of something.

KS3 Art -Year 9 Words Have Power! - Term 1&2

KEY WORDS

Graphics
 Protest Art
 Slogans
 Onomatopoeia
 Billboard
 Messages
 Contemporary Art

**WORDS HAVE POWER!
 WHAT DO YOU HAVE
 TO SAY?!**

**Bob and Roberta
 Smith**



Key Literary Vocabulary:

Media/Medium

The materials and tools used by an artist to create a piece of art.

Technique

The skill in which an artist uses tools and materials to create a piece of art.

Abstract

A piece of art which is not realistic. It uses shapes colours and textures.

Style

The technique an artist uses to expressive their individual character of there work.

Composition

The arrangement and layout of artwork/objects.

Highlight

The bright or reflective area within a drawing/painting where direct light meets the surface of the object or person.

Shadow, shade, shading

The tonal and darker areas within a drawing/painting where there is less light on the object or person.

Texture

The feel, appearance or the tactile quality of the work of art

Mark making

Mark making is used to create texture within a piece of art by drawing lines and patterns.

Collage

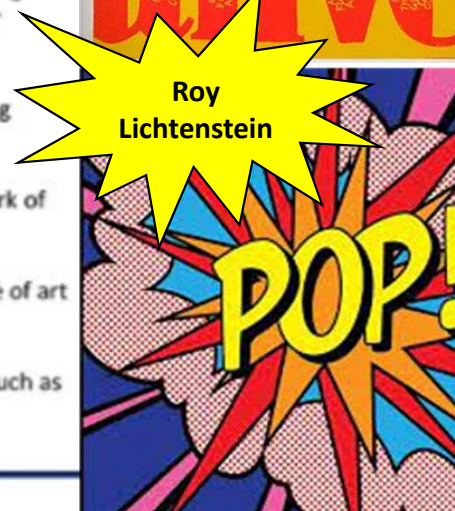
A piece of art made by using a variety of materials such as paper/newspaper/photographs which are cut out, rearranged and glued on a surface.

Corita Kent



Mark Titchner

**Roy
 Lichtenstein**



**BLESSED
 ARE THE
 EYES THAT
 SEE THE
 THINGS
 WE SEE**



Elements of Design

LINE – a basic element of design in which any two points are connected



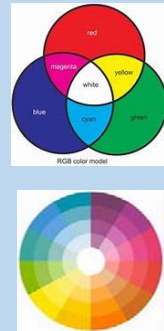
SHAPE - is when a two dimensional line encloses an area.



FORM – is a 3D shape enclosing an area.



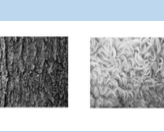
COLOUR - can be used as background, or highlight other elements in your design. Colour is also a great tool for creating mood or association



VALUE – is used to describe the tone within an image



TEXTURE -Texture refers to the way a surface feels or representing how it could feel



SPACE – The area within or around objects



Enamelling

The **enamelling** process involves fusing tiny glass particles with heat to form a solid layer of colour onto a variety of different metals eg: copper



Enamelling Kiln

An enamelling kiln works like a small oven that heats to a range under 1000 ° C It is used for heating glass powder so it fuses to a metal surface eg: copper



Copper - is one of the few metals that can occur in nature in a directly usable metallic form. It is a soft, malleable and easy to work with. Copper is used as a conductor of heat and electricity. It can be made into flat sheets, wire or piping.

Glass enamel powder

Enamel powder is fine powdered glass. It is sprinkled onto the copper surface.



It then transforms into a hard, shiny surface which can be decorated with further enamels or glass beads.

Abstract Art + Design - Abstract art and design does not attempt to represent an accurate depiction real objects or events, but instead uses elements of design such as line, shape, colour and form and gestural marks to achieve its effect.

Eg: Composition 8 by Wassily Kandinsky
Other artists include; Piet Mondrian, Mark Rothko, Robert Delauny + Bridget Riley



Tin Snips - are hand tools specifically designed for cutting sheet metal.



Files – used to remove small amounts of material from a workpiece usually to smooth a surface.



Scriber - a pointed steel tool used to score materials as a guide to cutting.



Centre punch - a small steel tool with a conical tip used to punch a small indent where a hole is to be drilled.



Sheet Metal Punch – a hand punch for making accurate hole through in sheet metal including copper, aluminum, and brass.



Keywords

Malleable - capable of being extended or shaped.

Coating - a thin layer or covering of something

Fuse - join or blend to form a single entity

Counter enamel –to enamel on the reverse side

De grease -remove build-ups of grease to clean a surface

Sieve - to separate small particles from larger ones using a mesh



Wet and dry paper – a type of abrasive paper that can be used wet or dry to smooth a range of surfaces

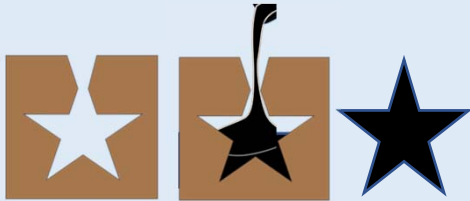


Moulding and Casting

The process of creating a negative space or a 'mould' then pouring a liquid into the space to create a positive object which solidifies due to a change in temperature or reaction. Examples are making muffins, ice cubes and pewter casting!



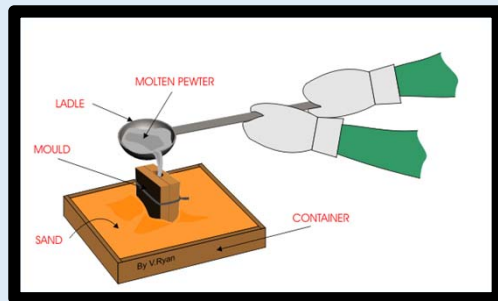
The **mould** is the negative shape. It is the starting point of the moulding and casting process. The liquid is then poured into the mould creating the **cast** which is the positive shape.



P r x g @ # h j d w l y n #
v s d f h

f d w l g j #
s u r f h v

f d w l g j # s r v l y n #
v k d s h



Tools and Equipment



Hacksaw - Used to remove excess material (eg: the sprue after casting pewter)



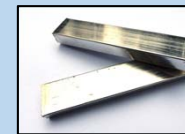
Engineer's vice – Used for holding work whilst sawing + filing materials. It sits above the workbench and in the school workshops it is clamped into a woodworking vice)



Files – used to remove small amounts of material from a workpiece usually to smooth a surface. Commonly used in woodworking and metalworking,



Ladle - a long-handled utensil with a cup-shaped spoon or bowl for dipping or pouring liquids



Pewter is a malleable metal alloy consisting of tin, antimony, copper, bismuth and sometimes silver. Pewter has a low **melting point**, around **170–230 °C** & is easy to work with.



Brazing Hearth – This is a specialist piece of equipment when melting the pewter for casting and other processes for working with metals. It is a solid bench workstation with robust sides that act as heat shields. The brazing hearth contains a compressor which pressurises air and gas so that it is forced out the nozzle of a gas-air torch. The nozzle of the gas-air torch is then ignited and will burn fiercely to reach the temperature needed.

Vector graphic

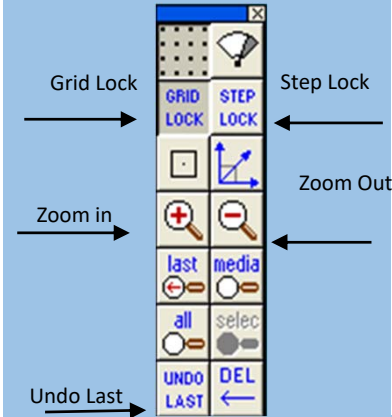
A **vector graphic** is an image made up of points, lines, and curves that are based upon mathematical equations, rather than solid colored square pixels.



2D Design



A piece of computer software that allows the user to develop 2-dimensional outlines that can be transferred to a CAM (Computer Aided Manufacture) machine and cut out on 2 axis.



Protective equipment



Keywords

Mould - a hollow container that you pour a liquid into. When the liquid becomes solid it takes the same shape as the mould.

Casting- is the act of making an object by pouring molten metal or other material into a mould.

Cast - is an object that has been made by pouring a liquid such as plaster or hot metal into something, so that when it hardens it has the same shape as that thing.

Malleable - capable of being extended or shaped.

Solidify - to change from being a liquid or gas to a solid form.

Alloy - is a mixture of two or more elements, where at least one element is a metal.

Symbol – something used to stand for or represent something else.

Vacuum Forming – is a moulding process that uses vacuum pressure to force a sheet of heated plastic onto a mould. The plastic is heated and then, once the right temperature the suction holds the plastic sheet against the mould until the desired shape is achieved.

Polishing – To make the surface of (something) smooth and shiny by rubbing it

YEAR 9 Food Preparation & Nutrition: Food, Nutrition & Health Topic: Nutritional needs and health

Food & Nutrition KS3
Year 9



KEYWORDS

Food Provenance
Red Tractor
Food Miles
Sustainability of food
Seasonal food

JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
broccoli, Brussels sprouts, cauliflower, celeriac, celery, chives, courgettes, endive, fennel, globe artichoke, leeks, mushrooms, parsnips, radishes, rutabaga, shallots, spring onions, turnips	broccoli, sprouts, cauliflower, celeriac, chives, courgettes, endive, fennel, globe artichoke, leeks, mushrooms, parsnips, radishes, rutabaga, shallots, spring onions, turnips	broccoli, Brussels sprouts, cauliflower, celeriac, celery, chives, courgettes, endive, fennel, globe artichoke, leeks, mushrooms, parsnips, radishes, rutabaga, shallots, spring onions, turnips	broccoli, Brussels sprouts, cauliflower, celeriac, celery, chives, courgettes, endive, fennel, globe artichoke, leeks, mushrooms, parsnips, radishes, rutabaga, shallots, spring onions, turnips	broccoli, Brussels sprouts, cauliflower, celeriac, celery, chives, courgettes, endive, fennel, globe artichoke, leeks, mushrooms, parsnips, radishes, rutabaga, shallots, spring onions, turnips	broccoli, Brussels sprouts, cauliflower, celeriac, celery, chives, courgettes, endive, fennel, globe artichoke, leeks, mushrooms, parsnips, radishes, rutabaga, shallots, spring onions, turnips
JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
broccoli, Brussels sprouts, cauliflower, celeriac, celery, chives, courgettes, endive, fennel, globe artichoke, leeks, mushrooms, parsnips, radishes, rutabaga, shallots, spring onions, turnips	broccoli, Brussels sprouts, cauliflower, celeriac, celery, chives, courgettes, endive, fennel, globe artichoke, leeks, mushrooms, parsnips, radishes, rutabaga, shallots, spring onions, turnips	broccoli, Brussels sprouts, cauliflower, celeriac, celery, chives, courgettes, endive, fennel, globe artichoke, leeks, mushrooms, parsnips, radishes, rutabaga, shallots, spring onions, turnips	broccoli, Brussels sprouts, cauliflower, celeriac, celery, chives, courgettes, endive, fennel, globe artichoke, leeks, mushrooms, parsnips, radishes, rutabaga, shallots, spring onions, turnips	broccoli, Brussels sprouts, cauliflower, celeriac, celery, chives, courgettes, endive, fennel, globe artichoke, leeks, mushrooms, parsnips, radishes, rutabaga, shallots, spring onions, turnips	broccoli, Brussels sprouts, cauliflower, celeriac, celery, chives, courgettes, endive, fennel, globe artichoke, leeks, mushrooms, parsnips, radishes, rutabaga, shallots, spring onions, turnips

SEASONAL VEG IN THE UK

Design and Illustration by: Maximilian Smith, 8 years | www.dreamstime.com

Demonstrate knowledge and understanding of the environment issues associated with food and its production.

RECIPES

Short-crust Pastry
- Cheese straws,
Tomato and basil
quiche,
Soda Bread,
Bolognese Sauce,
Blueberry Muffins



Knife skills

Demonstrate knowledge of a variety of knife skills. Bridge hold, claw grip, peel, slice, dice cut into even strips – julienne

Food provenance and environment

1. Explain what food miles are.
2. Give two ways that fish stocks can be made more sustainable than intensive farming.
3. What are the benefits of free range farming?
4. What does the flag on the Red Tractor logo mean?
5. Which two gases contribute to global warming?
6. Explain the difference between different farming methods.
7. Explain the environmental advantages of using seasonal foods.
8. Why is it important that the origins of food can be traced?
9. How does Fairtrade support farmers in developing countries?

Further Reading

<http://www.foodfactoflife.org.uk>

<https://www.nutrition.org.uk> AQA

Revision Guide

Key Words:

Composition Knowledge Organiser

Texture: The layers of sound, how sparse or dense the music is.

Timbre: The unique sound quality of an instrument or sound.

Tonality: The overall sound of the music (pleasant, unpleasant, dissonant)

Rhythm: How Long or short a sound is

Dynamics: How Loud or soft a sound is

Form: The order or arrangement of the parts of music

Harmony: The instruments that support the melody with chords

Melody: A series of pitches that make a tune.

Key: A selection of notes and chords that all work well with each other.

Root Note: Tonal center of the chord, often the lower most note of the chord.

MAKING YOUR OWN CHORD PROGRESSIONS? TRY USING THE ...

TABLE OF USUAL ROOT PROGRESSIONS

Starting Chord	Usually followed by...	Sometimes followed by...	Rarely followed by...
I	IV or V	vi	ii or iii
ii	V	IV or vi	I or iii
iii	vi	IV	I, ii, or V
IV	V	I or ii	iii or vi
V	I	IV or vi	ii or iii
vi	ii or V	iii or IV	I
vii°	I or iii	vi	ii, IV, or V

Key of C Chords and numerals

I	ii	iii	IV	V	vi	vii°
Major	Minor	Minor	Major	Major	Minor	Diminished
C	Dm	Em	F	G	Am	B°

Common Progressions

I-IV-V-I
 I-V-vi-IV
 I-vi-IV-V
 vi-IV-I-V
 i-v-iv-i
 I-vi-ii-V
 I-V-vi-iii-IV-I-IV-V
 I-ii-iii-IV-V
 V-IV-I
 ii-V-I

Writing a bassline in 3 steps:

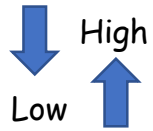
1. check the chords to your song.
2. Take the root note of the chord on your bass and record a simple rhythmic pattern. Follow your intuition.
3. Do this for all the chords. Basically write the bass under the chord progression with only the root notes of the chords.

PERFORMANCE SKILLS

For the GCSE course you are required to have a thorough knowledge of a wide range of performance skills, so that you can write about how they can/have been used as well as being able to use them yourself.

Components
1, 2 & 3

VOCALS



Pitch: How high or low your voice is.

Pace: The speed that you speak at.



Pause: A break in speaking; a period of silence.



Diction: The clearness of your voice - the audience being able to understand what you are saying.

Volume: The loudness or quietness of your voice.



Power: The amount of tension in your voice. This is not the same as volume - you can have large vocal power at a low volume.



Emphasis: 'Highlighting' a specific word or phrase, by changing at least one aspect of your vocals.



Accent: The way words are pronounced in a local area or country. E.g. Liverpoollian, R.P. 'Jordie', Irish, American South.



Articulation: The way that you pronounce each letter in a word. If using a high level of articulation, you would pronounce every letter in every word.



PHYSICALITY



Direction: The position you face or move in.

Pace: The speed that you move at.



Gait: The way that you walk.

Tension: How tightly you are holding your muscles.



Control: Being able to execute a specific and precise movement.

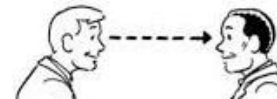


Gesture: A movement (of the head, arm, hand, leg or foot) which communicates a specific meaning.

Facial Expression: Using your face to show how a character is feeling.



Eye Contact: Choosing to look at a specific performer, object, audience member or direction.

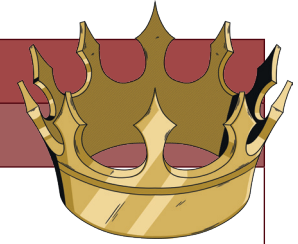


Posture: The way that you sit or stand; the alignment of your spine. Your physical stance, which conveys information about your character.

DIG DEEPER QUESTIONS

How could you use vocal skills to communicate subtle changes to a character's emotions?
How could you use physical skills to communicate subtle changes to a character's emotions?
Which do you think is the most important vocal skill? Why?
Why do you need to change your characterisation depending on the style of the play?

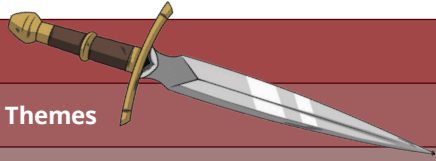
How can eye contact change the meaning communicated?
How might adding a pause change the meaning of a line?
Which do you think is the most important physical skill? Why?
What makes a successful performance?



Macbeth Knowledge Organiser		
Very Brief Plot Summary	Politics	Key Quotations
<p>Act 1: Macbeth and Banquo meet the witches; Cawdor is executed; Lady Macbeth reads the letter and taunts Macbeth; Duncan arrives.</p> <p>Act 2: Macbeth kills Duncan; Malcolm flees; Macbeth is crowned.</p> <p>Act 3: Banquo suspects Macbeth; Banquo is murdered but Fleance escapes; Macbeth is haunted by Banquo's ghost at the banquet.</p> <p>Act 4: The Witches show Macbeth future kings – sons of Banquo; Macduff's family is murdered; Malcolm tests Macduff's loyalty.</p> <p>Act 5: Lady Macbeth sleepwalks, dies; Macduff kills Macbeth, Malcolm restored as King.</p>	<p>Written in 1606. There is a strong political theme throughout, with the idea that excessive ambition has terrible consequences. Shakespeare enjoyed a close relationship with King James I and it is thought that in focusing on Macbeth as a figure from Scottish history he was paying homage to the King's lineage.</p>	<p>"Fair is foul and foul is fair" Act 1 Scene 1</p> <p>"When shall we three meet again In thunder, lightning, or in rain?" Act 1, Scene 1</p> <p>"O Valiant cousin, worthy gentleman" Act 1, Scene 3</p> <p>"So foul and fair a day I have not seen" Act 1 Scene 3</p> <p>"Look like the innocent flower, but be the serpent under 't." Act 1, Scene 5</p> <p>"Come, you spirits, That tend on mortal thoughts, unsex me here" Act 1, Scene 5</p> <p>"Yet do I fear thy nature, It is too full o' th' milk of human kindness to catch the nearest way." Act 1, Scene 5</p> <p>"Is this a dagger which I see before me, The handle toward my hand? Come, let me clutch thee." Act 2, Scene 1</p> <p>"I have thee not, and yet I see thee still." Act 2, Scene 1</p> <p>"That hath made them drunk hath made me bold. What hath quenched them hath given me fire." Act 2, Scene 2</p> <p>"To know my deed, 'twere best not know myself." Act 2, scene 2</p> <p>"It was the owl that shrieked, the fatal bellman." Act 2, Scene 2</p> <p>"O gentle lady, 'tis not for you to hear what I can speak. The repetition in a woman's ear would murder as it fell." Act 2, Scene 3</p> <p>"Things without all remedy should be without regard: what's done, is done." Act 3, Scene 3</p> <p>"There's daggers in men's smiles. The near in blood, The nearer bloody." Act 3, Scene 3</p> <p>"Be bloody, bold, and resolute. Laugh to scorn the power of man, for none of woman born shall harm Macbeth." Act 4, Scene 1</p> <p>"Double, double toil and trouble; Fire burn, and cauldron bubble." Act 4, Scene 1</p> <p>"Here's the smell of the blood still. All the perfumes of Arabia will not sweeten this little hand." Act 5, Scene 1</p> <p>"Out, damned spot! Out, I say!" Act 5, Scene 1</p> <p>"Let fall thy blade on vulnerable crests; I bear a charmed life, which must not yield to one of woman born." Act 5, Scene 8</p>
<p>Characters</p> <p>Macbeth: One of King Duncan's generals. He loves power; the witches tempt him into murder. Originally Thane of Glamis, he becomes the Thane of Cawdor, then King of Scotland.</p> <p>Lady Macbeth: Macbeth's wife. She is ambitious and drives him to murder but is driven mad by conscience.</p> <p>Three Witches: Sinister ladies of witchcraft who tempt Macbeth to do dark deeds.</p> <p>Banquo: A general and friend of Macbeth. The prophecy does not corrupt him. He is murdered by Macbeth as he is considered a threat. His ghost haunts Macbeth.</p> <p>King Duncan: The good and noble King of Scotland, murdered by Macbeth.</p> <p>Macduff: Thane of Fife. He opposes Macbeth and supports Malcolm. He kills Macbeth in revenge for the murder of his family.</p> <p>Malcolm: Duncan's son. He flees with his brother after the murder of Duncan but returns with English support to challenge Macbeth.</p> <p>Fleance: Banquo's son. Macbeth tries and fails to murder him. He flees Scotland but it's implied he will return one day to fulfil the prophecy and become King.</p> <p>Hecate: Queen of the Witches.</p>	<p>Supernatural</p> <p>Witchcraft and supernatural were both of great interest and hugely feared. Again, King James I was highly intrigued by (and suspicious of) the supernatural, and even wrote about the subject. The audience believed anything associated with the supernatural to be evil and menacing.</p>	
	<p>Order</p> <p>A century earlier, England had experienced chaotic disorder during the War of the Roses. An underlying threat is evident throughout the play that treachery may once again bring disaster. Many events in the play challenge the idea of 'order'.</p>	
	<p>Philosophy</p> <p>The accepted belief was that everyone had his or her place in life. Monarchs were seen as second only to God. The idea of Macbeth planning to kill the King of Scotland would have caused outrage and shock in the audience.</p> <p>This would have gone against everything that was so firmly believed at the time.</p>	
	<p>Gender</p> <p>There were strong expectations of both men and women throughout this period. Women were expected to be submissive to their husbands. A woman with an education was still a rarity. Women were ruled by men and supposed to be pious and pure. The idea that a woman could challenge a man was unheard of and would have shocked audiences.</p>	



Macbeth Knowledge Organiser



Themes		Key Vocabulary	Language and Techniques
<p>Ambition</p> <ul style="list-style-type: none"> • Most well-known theme. • Affects both Macbeth & Lady Macbeth. • Ambition is corrupting and leads to evil. 	<p>Good and Evil</p> <ul style="list-style-type: none"> • Macbeth must choose between them. • The witches symbolise evil. • Choices have consequences. 	ambition/ambitious manipulate/manipulative greed usurp prophecy contempt supernatural apparition malevolent noble moral/immoral vile witchcraft power soliloquy protagonist villain hamartia machiavellian treachery allude/allusion iambic pentameter sinister regicide surreal valour disorder	similes metaphors personification alliteration rhyming couplets changes in iambic pentameter metre questioning imagery related to themes animal imagery irony/dramatic irony pathetic fallacy paradox symbols and motifs rhetorical questions
<p>Appearance and Reality</p> <ul style="list-style-type: none"> • Lady Macbeth believes Macbeth is a poor actor. • Macbeth sees powerful visions. • Banquo appears as a 'vision'. • Witches seem 'useful' to Macbeth but bring about his downfall. 	<p>Order and Chaos</p> <ul style="list-style-type: none"> • A century earlier – War of the Roses. • Civil disorder seen as perilous. • Macbeth's restored 'order' is only an illusion. 		
<p>The Supernatural</p> <ul style="list-style-type: none"> • Idea that mysterious forces control us. • Does Macbeth become possessed? • Strong belief and fear of witchcraft at the time. 	<p>Loyalty and Betrayal</p> <ul style="list-style-type: none"> • Dominate the play as themes. • Cawdor punished for betrayal. • Macbeth rewarded for loyalty at outset. • Macbeth betrays Banquo and Duncan. • Macbeth remains loyal to Lady Macbeth. 		
<p>Symbols and Motifs</p> <p>Cruelty and masculinity; blood and guilt; hallucinations and dreams; prophecy; light/dark/inclement weather; sleep.</p>			

Key words to look out for:

- blood
- night
- time
- sleep
- fear
- nature



PE Year 9 Knowledge Organiser


The effects of exercise on the body

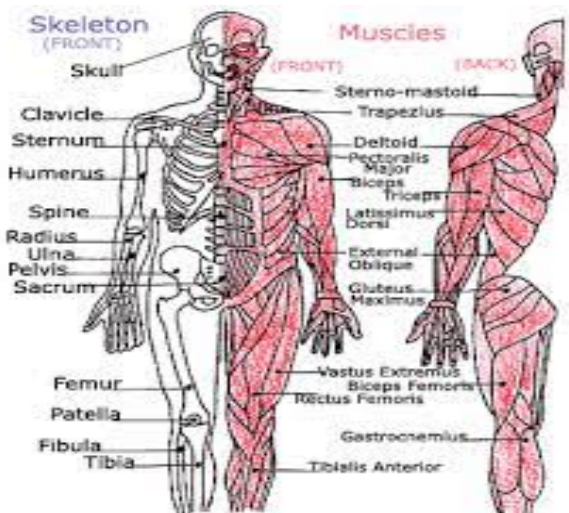
Short term/immediate effects of exercise on the body

	Short term effects of exercise
Cardiovascular system	Increase in stroke volume (SV); increase in heart rate (HR); increase in cardiac output (O); increase in blood pressure (BP)
Respiratory system	Increase in breathing rate; increase in tidal volume
Cardio-respiratory system	Increase in oxygen uptake; increase in carbon dioxide removal
Energy system	Increase in lactate production
Muscular system	Increase in temperature of muscles; increased pliability; muscle fatigue

Long term effects/6 weeks + effects of exercise on the body

	Long term effects of exercise	Type of training
Cardiovascular system	Cardiac hypertrophy; increased stroke volume (SV); decrease in resting heart rate (HR); increase in maximum cardiac output (O); capillarisation at the lungs and muscles; increase in number of red blood cells; increased size and strength of the heart; drop in resting blood pressure due to more elastic muscular wall of veins and arteries	Aerobic
Respiratory system	Increased vital capacity; increased number of functioning alveoli; increased strength of the respiratory muscles (internal and external intercostals and diaphragm); increased lung capacity and volume	Aerobic
Energy system	Increased production of energy from the aerobic energy system; increased tolerance to lactic acid	Aerobic; anaerobic
Muscular system	Muscle hypertrophy; increased strength of tendons; increased strength of ligaments	Resistance
Skeletal system	Increase in bone density	Resistance

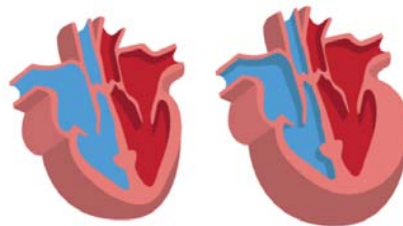
Tactical demands	Examples
Decision making	Should I pass or shoot and can I add deception?
Tactical options identified	Should we play zone defense or player to player?
Opportunities to experiment with tactics	Use of different formations in competitive situations
Euro 2020 Final	



Hypertrophy means an increase in size, so muscle **hypertrophy** means the muscles get bigger. E.g. bicep curls.



Cardiac hypertrophy is where the ventricle wall gets larger or thickens as a result of exercise.

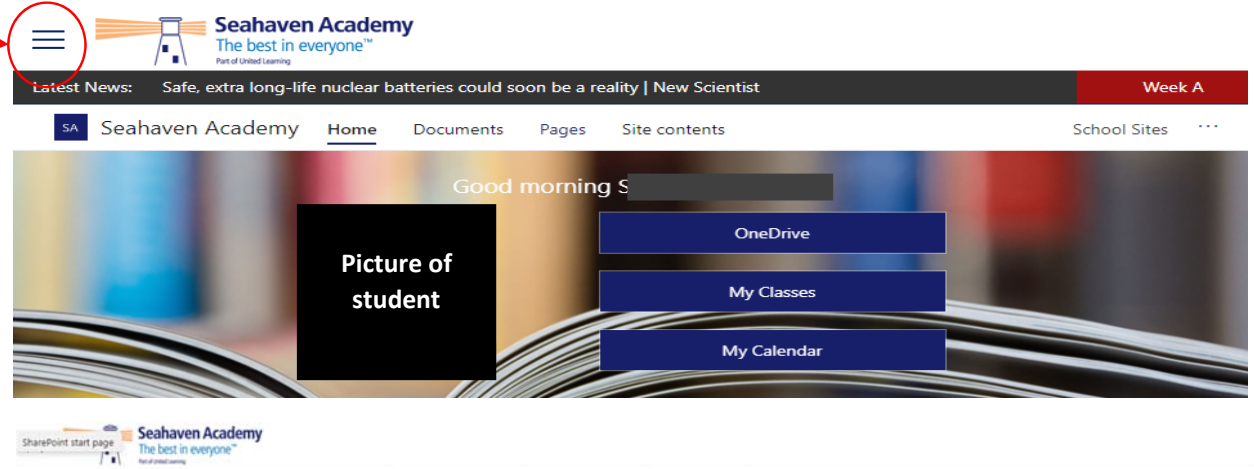


Computer Science Knowledge Organiser Terms 1 and 2

Access your Mega Menu here

The Mega Menu

- Accessed on your O365 homepage.
- Has links to all areas of the curriculum.
- Allows you to access and submit work online.
- Has links to take you straight to department resources.
- Let's you access class-specific information for lessons and homework.



Communication	Collaboration	My Departments	Classes 2021-2022	My Links
Home	Assessment and Reporting	All Departments	Class Dashboard	Edit My Links
Staff	Continuity of Learning	Computer Science	Computer Science 7JMA--CP 2021 SEA	Arbor
Arbor	Cover	History	Computer Science 7JTI--CP 2021 SEA	Aspire
Behaviour Management	Middle Leaders Team	Mathematics	Computer Science 7ZMC--CP 2021 SEA	Late
CPOMS	Pastoral Team	Physical Education	Computer Science 8X1-Cp 2021 SEA	Oak Academy
Exeant	PSHE Team	Subject	Computer Science 8X3-Cp 2021 SEA	Ofsted
Go 4 Schools	SLT Team		Computer Science 8Y2-Cp 2021 SEA	Seneca
IT Service Desk			Computer Science 9X1-Cp 2021 SEA	
My Calendar			Computer Science 9X3-Cp 2021 SEA	
Photos			History 7MMO--HI 2021 SEA	

Use the Mega Menu to access your class group. From here you can access the class team where Assignments will be set.



The matrix. This allows access to the apps that Office 365 offers.

Apps



Outlook



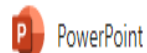
OneDrive



Word



Excel



PowerPoint



OneNote



SharePoint



Teams

Each app has a different function that allows you to perform a range of different functions and each has different features.

The main apps you'll use are:

PowerPoint, Teams, Outlook and OneDrive.

Microsoft Teams

