

KNOWLEDGE ORGANISER



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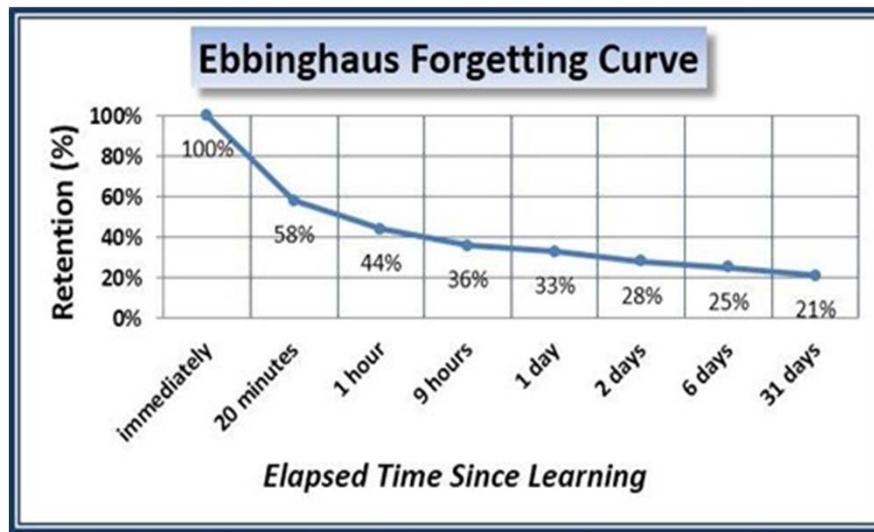
YEAR 9:
Terms 3 and 4
2023 - 2024
Foundation
Subjects



Name: _____

Tutor Group: _____

Knowledge Organisers and The Forgetting Curve



Why are knowledge organisers important?

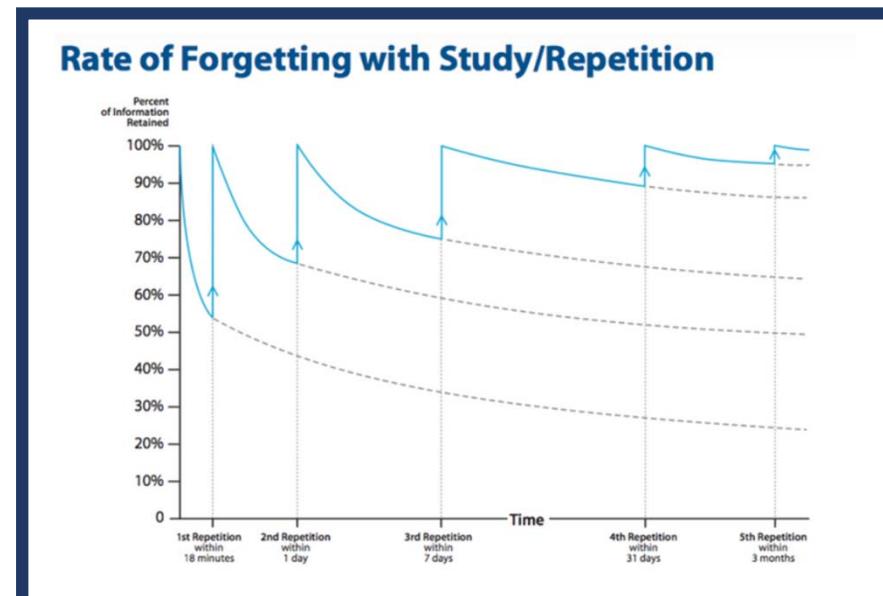
- Almost as soon as we have learnt something we begin to forget it
- In fact, it is surprising how quickly we begin to forget and within a few hours we usually only remember a fraction of what we have learnt ,the graph (left) is an example of how this happens

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?

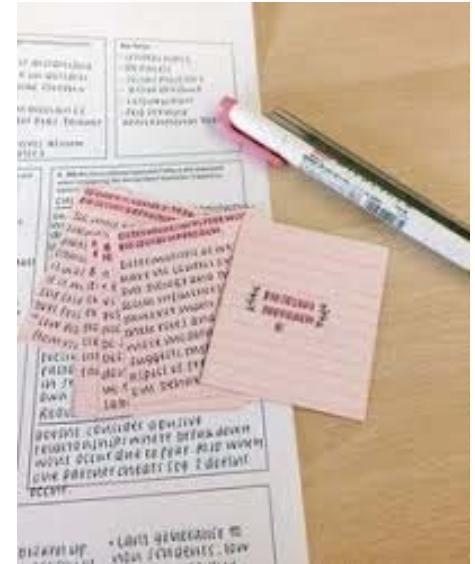
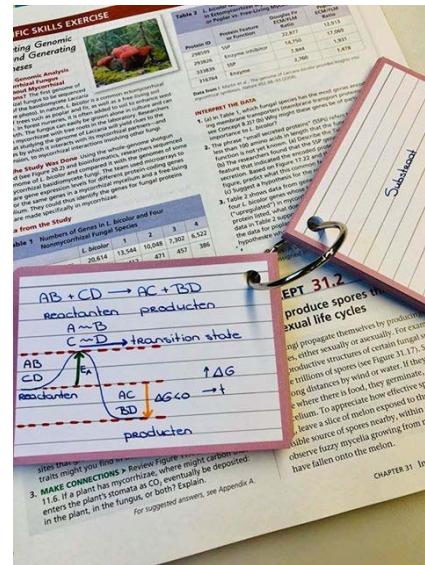
- You need to bring these to school each day in your bag, they may be used in lessons
- You will be set homework activities that use them
- You should use them to practice recall – there are tips on ways to do this in the next few pages
- You will use them to prepare for end of unit tests, including 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.

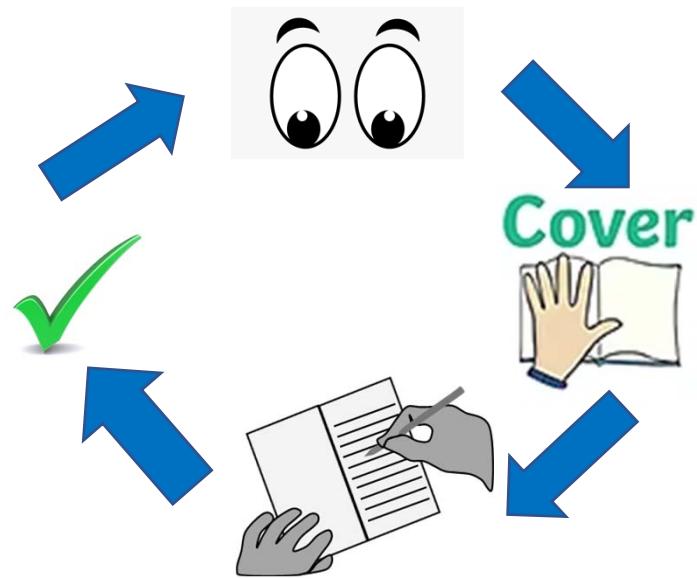
You learn these every three days

You know where 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/>

Life in an emerging economy knowledge organiser

9.3.1 Describe the location of the newly emerging countries and the characteristics of them.

Who are the emerging countries?



A map showing the BRIC economies (Brazil, Russia, India, China)

1. The BRIC economies are the countries with the **fastest growing economies** world-wide.
2. They are located in South America (Brazil) and Asia (Russia, India, China).
3. They have a **large land mass**.
4. They tend to be rich in **natural resources**.
5. They have **large populations**, which are generally young.
6. They play a key role in **world trade**, with China being the world's biggest exporter.



A map showing the MINT economies (Mexico, Indonesia, Nigeria, Turkey)

1. The MINT economies are four more recently growing emerging economies
2. One is located in South America (Mexico), two in Asia (Indonesia and Turkey), and one on the east coast of Africa (Nigeria).
3. Similar to the BRIC economies, they have **large land masses** and a young population.
4. **Nigeria's** growth has been based on exporting **oil**.
5. Mexico is home to many **TNC's** (see below), such as Fiat, therefore **exporting secondary products world-wide**.

9.3.1 Describe the location of the newly emerging countries and the characteristics of them.

Is the Brandt line still relevant?

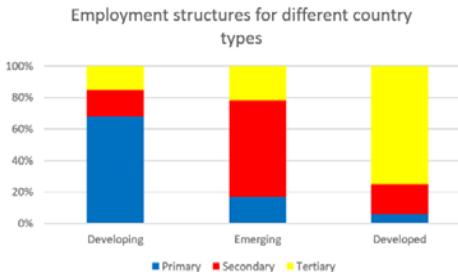


Key Terms:

1. **Imports** – The products which a country buys in from elsewhere.
2. **Exports** – The goods which a country sells to other places.
3. **Unions** – Groups which ensure that workers have rights within a country e.g. have a fair salary and receive regular breaks.
4. **Tax Breaks** – When governments reduce the tax which a company should pay. Normally for a fixed period of time. This is to attract companies to set-up.
5. **Subsidies** – Similar to tax breaks, these are incentives given to companies to set-up. It can include the government giving financial support to help lower the costs of exports, so more are sold.
6. **Human development index (HDI)** – A score given to a country from working out how it compares based on education, life expectancy and GDP.
7. **Urbanisation** – When people move from rural areas (countryside) to urban areas (cities).

9.3.1 Describe the location of the newly emerging countries and the characteristics of them.

The key features of emerging economies:



1. The graph shows the employment structure of the 3 different classification of countries.

2. **Emerging economies** are characterised by having a **large % of workers in secondary industries** (manufacturing).
3. The countries have recently seen **mechanisation of primary activities** such as farming, in rural areas, so a reduction in jobs there.
4. This has allowed people to move to cities and work in the **manufacturing sector**, which has higher wages.

	GDP	Life expectancy	Infant mortality	HDI
Somalia	\$550	50	117 per 1000	0.26 (v. low)
Mexico	\$13, 150	72	19 per 1000	0.81 (high)
UK	\$36, 250	77	6 per 1000	0.95 (v. high)

Development indicators in an emerging economy:

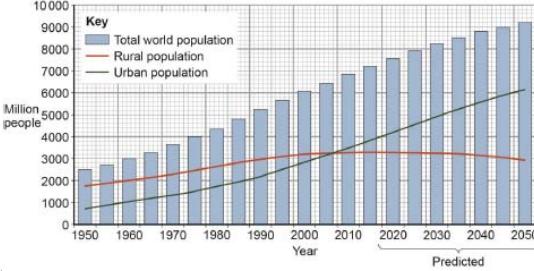
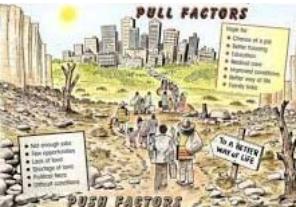
1. Emerging economies are categorised as having a **rapidly improving quality of life**.
2. In general, the **population is getting richer**, due to higher wages.
3. This means the **governments** of these countries have more money to **invest in infrastructure** such as schools and hospitals, which also improves quality of life.
4. From the table it is clear to see that **Mexico** (an emerging country), has **significantly improved development indicators** in comparison to Somalia (developing country).
5. This has resulted in a HDI score for Mexico, which is much closer to the UK.
6. This would suggest that **life in an emerging country** is becoming more like that of **developed countries**.

How China became an emerging economy:



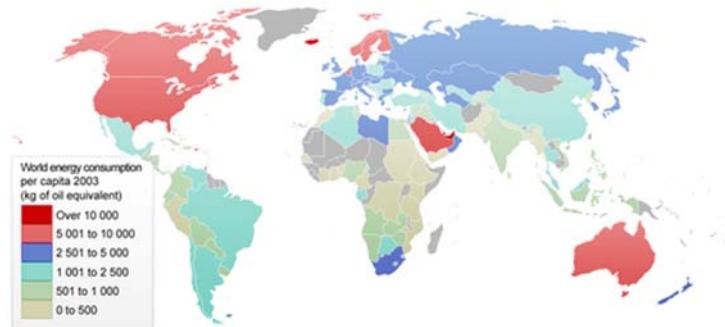
1. China has a very **low minimum wage** compared to developed countries – this encourages companies to set-up as products can be made cheaply, leading to **greater profits**.
2. **Trade unions are weak** in China – this means many companies will pay below the minimum wage and make **workers work long hours**. This leads to **greater production and profits**.
3. Companies such as **transnationals** are given **tax breaks** – this encourages companies to set-up. Although the government receives little tax back.
4. There are **few environmental laws** in China – in 2017, 70% of businesses ignored environmental laws and were not punished. This means that **industry can operate more cheaply** resulting in big profits.
5. The **government places subsidies on exports** - \$1 billion is set aside each year to reduce the cost of the goods sold to developed countries. **This means more is sold** and the number of jobs increases.

Life in an emerging economy knowledge organiser

<p>9.3.2 Explain why rural to urban migration is a key feature of life in emerging countries.</p> <p>Urbanisation is a key feature of emerging economies:</p>  <table border="1"> <thead> <tr> <th>Year</th> <th>Total world population (Million people)</th> <th>Rural population (Million people)</th> <th>Urban population (Million people)</th> </tr> </thead> <tbody> <tr><td>1950</td><td>2500</td><td>1500</td><td>1000</td></tr> <tr><td>1960</td><td>3000</td><td>1800</td><td>1200</td></tr> <tr><td>1970</td><td>3500</td><td>2200</td><td>1300</td></tr> <tr><td>1980</td><td>4000</td><td>2600</td><td>1400</td></tr> <tr><td>1990</td><td>4500</td><td>3000</td><td>1500</td></tr> <tr><td>2000</td><td>5000</td><td>3400</td><td>1600</td></tr> <tr><td>2010</td><td>6000</td><td>3800</td><td>2200</td></tr> <tr><td>2020</td><td>7000</td><td>4200</td><td>2800</td></tr> <tr><td>2030</td><td>7500</td><td>4600</td><td>3000</td></tr> <tr><td>2040</td><td>8000</td><td>5000</td><td>3000</td></tr> <tr><td>2050</td><td>8500</td><td>5400</td><td>3000</td></tr> </tbody> </table> <p>1. The world's population is becoming more urbanised. 2. The fastest rates of urbanisation are taking place in the newly emerging countries. 3. People are moving from the rural areas to the urban areas; the pace of this movement is rapid.</p> <p>Push and pull factors to urban areas are a key feature in emerging economies:</p> 	Year	Total world population (Million people)	Rural population (Million people)	Urban population (Million people)	1950	2500	1500	1000	1960	3000	1800	1200	1970	3500	2200	1300	1980	4000	2600	1400	1990	4500	3000	1500	2000	5000	3400	1600	2010	6000	3800	2200	2020	7000	4200	2800	2030	7500	4600	3000	2040	8000	5000	3000	2050	8500	5400	3000	<p>9.3.3 Assess the opportunities and challenges faced by people living in a city in an emerging country.</p> <p>The opportunities and challenges of living in a city in a newly emerging country (Rio):</p> <ol style="list-style-type: none"> 1. Rio is a city in an emerging country (Brazil) which has seen rapid rates of urbanisation. 2. Housing and services cannot keep up, so it has led to a divided city. 3. Some people live in modern apartments and housing, whilst others live in favelas (shanty settlement/ illegal) on the edges and hill sides of the city. <p>What are shanty settlements (favelas like)?</p> 	<p>9.3.4 Evaluate the social, environmental, economic and political impacts of a TNC(s) in an emerging country.</p> <p>The role of TNCs in emerging economies</p> <p>A transnational corporation is a company which has its headquarters in one country (normally a developed country), and its factories elsewhere (normally an emerging or developing country).</p> <p>TNC's as a route out of poverty:</p> <ol style="list-style-type: none"> 1. South Korea is a good example of a country which has used TNC's to become developed/ rich country. 2. During the 1960's they encouraged companies to set-up within the country. 3. They promoted their cheap labour force, and ensured workers worked long hours. 4. Companies such as Ford set-up in S. Korea. 5. The S. Korean's used taxes to improve schools and develop their own industries. 6. Today S. Korea is home to some of the biggest companies in the world, including Samsung, LG, and Hyundai. 7. The South Korean example demonstrates that TNC's can significantly help a country to develop <p>Foxconn (Apple in China) – opportunities and challenges</p> <p>Foxconn has factories in Shenzhen, China. Inside the factory electronic items are manufactured, including the iPhone, an Apple product from California.</p> <p>Opportunities:</p> <ol style="list-style-type: none"> 1. Wages in the factory are just above the minimum wage at £152 per month, which means money for parents to send children to school, improving literacy rates and meaning a better chance of getting a job in the future. 2. In total 300, 000 people are employed at the Foxconn site at Shenzhen, this means an increase of taxes for the government and therefore spending on schools and hospitals. 3. Workers are learning new skills; this means they may start developing their own companies from this. In recent years Huawei electronics has become a global brand. <p>Challenges:</p> <ol style="list-style-type: none"> 1. Workers are forced to work extremely long hours without breaks (up to 60hrs per week), this means they do not see their family, reducing quality of life. 2. Rules inside the factory are very strict, with punishments for those that break them; in 2011 a number of people committed suicide inside the factory. 3. Foxconn pays little tax to the Chinese government, this means development is slow and there is not the level of investment needed for schools and hospitals to improve. 4. The company is footloose, meaning it can leave at any time, therefore workers worry that the company will close and they will become unemployed.
Year	Total world population (Million people)	Rural population (Million people)	Urban population (Million people)																																															
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<p>Push factors from rural areas:</p> <ol style="list-style-type: none"> 1. Mechanisation of primary industries (farming) – means few jobs. 2. Drought – lack of food and clean water. 3. Lack of schools – means little chance for children to get an education and a good job later in life. 4. Lack of medical care – means illness and disease cannot be treated. <p>They are pulled to the city as there are many jobs in the new manufacturing industries, with improved wages.</p> <p>As well as a reliable food and water source, access to medical care and education.</p> <p>This is internal migration so is very easy to do, and leads to mass movement.</p> <p>KPI's:</p> <p>9.3.1 Describe the location of the newly emerging countries and the characteristics of them.</p> <p>9.3.2 Explain why rural to urban migration is a key feature of life in emerging countries.</p> <p>9.3.3 Assess the opportunities and challenges faced by people living in a city in an emerging country.</p> <p>9.3.4 Evaluate the social, environmental, economic and political impacts of a TNC(s) in an emerging country.</p>	<p>Challenges of living in Rocinha (favelas in Rio)</p> <ol style="list-style-type: none"> 1. 12% of the population do not have access to clean water, so drink dirty water and risk getting diseases. 2. Unemployment in favelas is 20%, so people do informal cash in hand jobs e.g. street vendor. Pay is low, so they can't afford basic medicines and food. 3. Only 50% of waste is collected, so waste builds up in streets, leading to vermin and mosquitos, so malaria. 4. Crime, powerful drug gangs, means the favelas have some of the highest murder rates in the world. 																																																	

9.5.1 Describe the uneven distribution of energy consumption and the reasons for this.

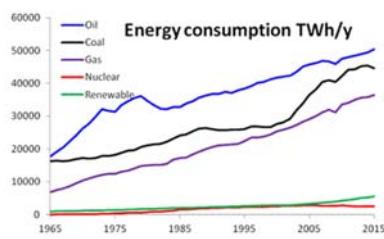
Which countries consume the most energy and what are the impacts of this?



1. The map shows that energy consumption is **unevenly distributed**, with the **highest rates** of consumption taking place in the **developed countries**. The **lowest rates** of consumption are in **developing countries**, for example the countries of **central Africa**.
2. Energy is important for **industry, transport and homes**.
3. **Social well-being** will be **negatively impacted** without energy as people will not be able to heat homes or turn lights on during the night.
4. If you do not have enough energy, **economic well-being** in the country can be **negatively impacted**. This is because industries cannot operate, meaning there are fewer jobs which could stop the country from developing. Furthermore, people cannot travel to jobs in other places, as the lack of energy makes travelling difficult.

Why is energy consumption uneven?

1. Some countries do not have energy reserves; whilst others do not have the technology to exploit their resources.
2. For some countries the only way to access energy resources is to **import** them, which is **expensive**.
3. Consumption of resources therefore **depends on wealth** and their **availability**.
4. **Developed countries** and **emerging countries** either have their **own supply** of energy resources or can afford to **import**, therefore, consumption is high, and quality of life is high.
5. However, in **developing countries** they **cannot afford to exploit** their resources or **import** from other countries, so consumption is still relatively low, resulting in a poorer quality of life.



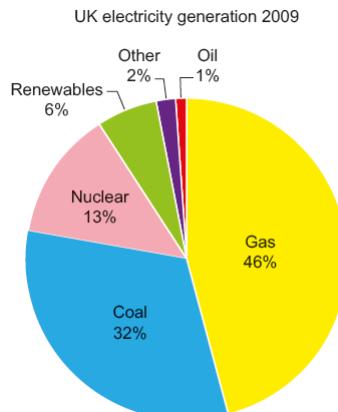
Consumption of energy is growing world-wide:

1. Generally, the **consumption of energy is growing world-wide**.
2. Most countries are developing and becoming richer.
3. As the countries become more developed consumption increases.
4. Non-renewable energy consumption is still increasing rapidly world-wide. The impact of this can be seen on the next page.

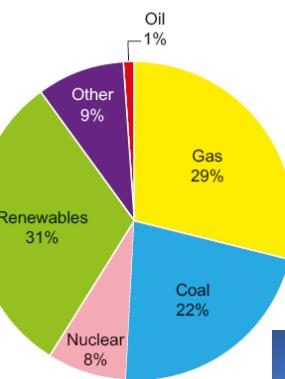
Energy - subject summary

9.5.2 Explain how the global energy mix is changing and the factors which influence this.

How is the UK's energy mix changing?



UK electricity generation 2020



Interpretation of the pie charts:

1. As can be seen from the pie charts, the UK's energy mix is **changing**.
2. From 2009-2020 there is a **decrease** in the use of **coal and gas** and a significant **increase in renewable energies** and nuclear energy.



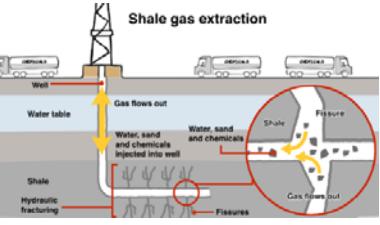
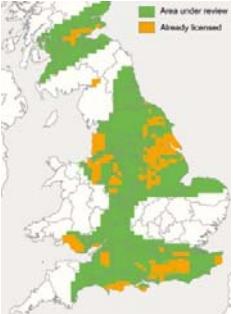
Why is the UK's energy mix changing?

1. **Coal and gas** are beginning to **run out** which means the government has had to look for alternative methods of getting energy.
2. Due to the reduced amount of coal and gas, **extracting** these non-renewable resources is much more **difficult**. This means the cost of these have gone up, meaning they are becoming too **expensive** for people.
3. Coal and gas produce **CO₂** when burnt. The government in the UK is committed to reducing the amount of CO₂ produced, as this is a **greenhouse gas**, which is contributing towards **climate change**.
4. **People** in the UK have become more aware of the **environmental impacts** of using non-renewable energies (fossil fuels). Therefore, they are **choosing** to use **alternatives**.
5. There have been significant **improvements** in the **efficiency and reliability of renewable energies**, meaning they are now a good alternative to fossil fuels. For example, one wind turbine can provide enough power for 332 homes for a year.

Key terms:

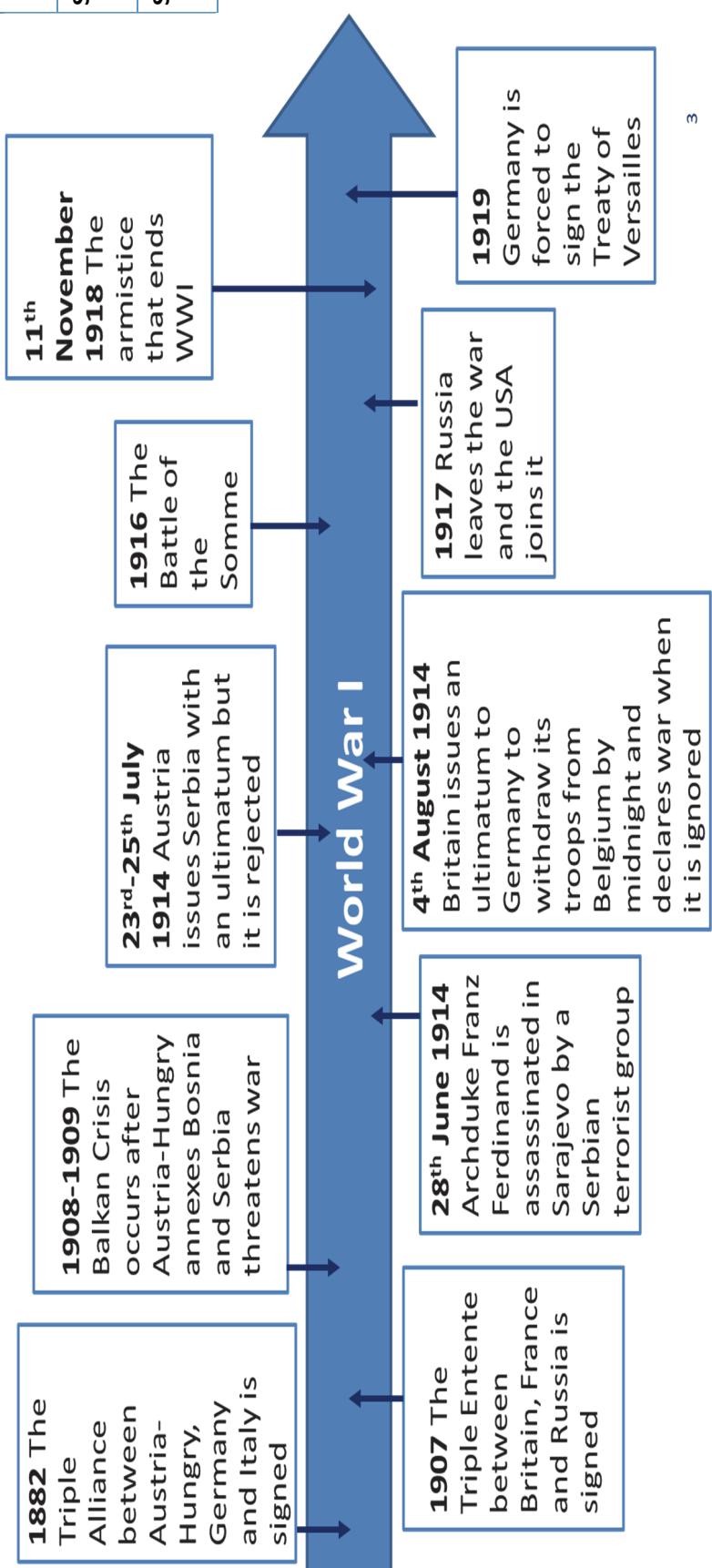
1. **Imports** – Goods brought into a country.
2. **Energy consumption** – The amount of energy or power used.
3. **Non-renewable energies** – Energy, which is finite, is not sustainable and takes a long time to replenish.
4. **Renewable energies** – Energy, which is infinite, sustainable and is easily replenished.
5. **Fossil fuels** – Another name given to oil, gas and coal (non-renewable energy sources). They are known as fossil fuels because they have developed due to the decomposition of fossilised plants and animals over millions of years.
6. **Well-being** – When a person feels comfortable, healthy and happy.
7. **Extraction** – To remove a product/ resource from the ground.
8. **Disposable income** – The amount of money people have left to spend on themselves, after they have paid for all their bills.
9. **NIMBY** – This is an abbreviation for 'Not In My Backyard'; this can often refer to people who support things such as renewable energy, but only if they are not placed near their homes. This behaviour often makes it difficult to get planning permission to build things such as wind turbines.

Energy - subject summary

<p>9.5.3 Assess the challenges and opportunities linked to renewable and non-renewable energy sources.</p>	<p>9.3.3 Assess the opportunities and challenges faced by people living in a city in an emerging country.</p>	<p>9.5.4 Assess the social, economic, environmental impacts of energy production in a chosen country.</p>
<p>Non-renewable energy:</p> <ol style="list-style-type: none"> 1. Non-renewable energy sources are finite which means they will run out one day. 2. This energy has normally been produced by the decomposition (breaking down) of fossilised plants and animals. 3. This process takes millions of years. 4. Most non-renewables are referred to as fossil fuels and burning them produces greenhouse gases (CO_2). <p>Types: The three main non-renewable energy sources are oil, gas and coal. However, nuclear energy is also included as a non-renewable. Fracking is a new method of extracting gas from the ground.</p> <p>Opportunities:</p> <ol style="list-style-type: none"> 1. These energies have been used for a long time, so they are efficient as technology has been made to maximise their energy output. This means they produce a large amount of energy, using a small amount of fuel. 2. Oil can be turned into petrol and diesel. These are the most effective way to power transport efficiently. 3. It is easy to transport this type of energy. For example, gas pipes from Russia and Scandinavia deliver gas to the UK. Fuel tankers can transport non-renewable energy sources, meaning they are easy to import. 4. A significant amount of jobs created in the extraction of these resources. This produces huge amounts of taxes for the local area e.g. offshore oil and gas, off the coast of Aberdeen in Scotland. <p>Challenges:</p> <ol style="list-style-type: none"> 1. The cost of extracting fossil fuels can be expensive. As the reserves run out, extraction becomes more difficult which means costs increase. 2. The burning of fossil fuels produces CO_2 and greenhouse gases which cause climate change. 3. Accidents such as oil spills or nuclear disasters can leak toxic chemicals into water sources, soils and the atmosphere, killing animals and posing a significant risk to human health. 4. Nuclear waste is expensive to dispose of as it is highly dangerous. This pushes up the cost of producing electricity. 5. The UK is reliant on importing much of its gas and oil from places like Russia. This can be an issue when the countries have disagreements, leading to some believing that Russia could 'turn off our lights'. 6. Reducing coal mining and oil/gas extraction will lead to the loss of jobs, and an increase in unemployment in certain areas. <p>KPIs:</p> <ol style="list-style-type: none"> 9.5.1 Describe the uneven distribution of energy consumption and the reasons for this. 9.5.2 Explain how the global energy mix is changing and the factors which influence this. 9.5.3 Assess the challenges and opportunities linked to renewable and non-renewable energy sources. 9.5.4 Assess the social, economic, environmental impacts of energy production in a chosen country. 	<p>Renewable energy:</p> <ol style="list-style-type: none"> 1. These are infinite resources, which means they will not run out. 2. The energy is sustainable and is replenished. 3. This type of energy production does not require fossil fuels, so therefore greenhouse gases are not produced. <p>Wind</p>  <p>Solar</p>  <p>Types: The most commonly used renewables are wind, solar, biomass (burning certain plants e.g. oil rape seed) and hydroelectric power (produced by water turning turbines in a dam). Tidal energy is also used at some coastal locations, where there is large tidal movement.</p> <p>Opportunities:</p> <ol style="list-style-type: none"> 1. They will not run-out, meaning countries such as the UK can be self-sufficient and will not need to rely on imports from other countries. 2. No greenhouse gases are produced during operation, meaning a reduced impact on climate change. 3. Once they have been built set up energy bills will come down in the long term because they require little upkeep. 4. New jobs can be created in industries producing these renewable technologies, reducing unemployment in the UK. <p>Challenges:</p> <ol style="list-style-type: none"> 1. Both wind and solar energy are unreliable, meaning that little energy is produced during certain times e.g. on a calm day or at night. This means that countries will still need to use some fossil fuels (non-renewables). 2. Wind turbines are said to be ugly and this can create NIMBYism, as people are worried that the value of their property will decrease. If they are placed offshore at the coasts, people worry that tourist numbers will reduce meaning lost income for hotels etc. 3. The initial cost of installing some renewables can be expensive, meaning a short-term increase in energy bills. 4. Wind turbines can be dangerous for animals, for example they can impact migrating birds. Birds and bats have been killed by the rotating blades. 5. Hydro-electric power requires the damming of a river and the creation of a reservoir. The reservoir can displace communities, flood farmland and destroy habitats. The dam can also impact the migration of fish, such as salmon, down or upstream. 6. The use of biofuels, can result in huge areas of forest being destroyed to grow crops such as oil rapeseed, resulting in the destruction of habitats. 	<p>Fracking in the UK:</p> <p>Fracking has not fully started in the UK, but there are several areas which have already received licenses for it to begin.</p> <p>Shale gas extraction</p>  <p>Map of UK showing fracking areas:</p>  <p>What is fracking?</p> <ol style="list-style-type: none"> 1. Fracking is a process whereby gas trapped in shale rock is released. 2. A drilling pipe is placed into the ground. 3. Water mixed with sand is pumped into the drilling pipe at high pressure. 4. This widens cracks in the ground, allowing trapped gas to escape. <p>Opportunities of fracking in the UK:</p> <ol style="list-style-type: none"> 1. Blackpool is one area where large fracking sites could be established. Fracking sites around Blackpool could earn Blackpool Council £1.7m per year. 2. The UK has enough shale gas that we would no longer need to import gas from abroad, this would decrease energy bills by 2%, meaning people could have more disposable income. It would also mean the UK would be self-sufficient. 3. Many jobs will be created in the areas where fracking sites are established. For example, in the north west of the UK, where there are high levels of unemployment. This means the government will make more through taxes. <p>Challenges:</p> <ol style="list-style-type: none"> 1. Fracking is known to cause mini earthquakes in areas where the sites are located, some of these can be quite high on the Richter scale. There is a fear that this could damage people's properties and result in an increase in insurance costs in the areas impacted. 2. The water, which is pumped into the ground, can get into the water table. This pollutes the water and makes it dangerous to human health. It could also result in poisoning wildlife. 3. Countryside areas (rural areas) will be destroyed, for example Roseacre Wood, near Blackpool. This will ruin views for locals and potentially reduce tourist numbers which could result in lost income for businesses nearby. Also, habitats would be lost. 4. There will be an increase in noise and air pollution from the heavy machinery and vehicles. The air pollution could lead to breathing disorders in the local area. 5. With the visual, noise and air pollution, house prices near the proposed sites would decrease. This would result in homeowners losing huge sums of money. In Roseacre Wood, a 10% reduction is predicted from the average house value of £300,000. This is a £30,000 loss. 6. With fracking, gas will still be used, releasing greenhouse gas emissions (CO₂) and contributing to climate change. <p>FRACK OFF!</p> 

Year 9, Topic Summary Sheet

Unit 1: WWI



Keywords

Alliance—An agreement between countries that benefits each of them.

Annex—To seize an area of land, normally by force, and make it part of your country.

Armistice—A ceasefire between the Allies and the Germans. It signaled the end of war.

Arms Race—A competition between countries over the development and production of weapons.

Artillery—Heavy guns and mechanized cannons firing shells.

Balance of Power—A belief in that the size and power of the alliances of the Great Powers would prevent either side starting war.

Brinkmanship—To pursue a dangerous policy to the limits of safety especially in politics.

Conscription—Forcing ordinary citizens to fight as soldiers in a war.

Imperialism—Extending a nation's power and influence by colonizing other countries.

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.

Nationalism—An intense form of patriotism where the value and importance of your country is exaggerated.

Naval blockade—Allied efforts to restrict the supply of essential goods back to Germany, resulting in a starving German population.

Reparations—Financial compensation for war damage paid by a defeated state.

Schlieffen Plan—The German war plan to invade France quickly and encircle Paris.

Stalemate—A situation where neither side fighting in a war can make progress.

Treaty—A formal agreement between states. E.g. The Treaty of Versailles,

Trigger—An event or action which has immediate significant consequences, e.g. the assassination at Sarajevo.

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.

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 3 point, and previously had a strong rivalry with France.

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 had no interest in Europe at this point, and previously had a strong rivalry with France.

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 winter 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 European powers.

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?

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	Gavrilo Princip
2	Which Great Power did not have an overseas empire but had expanded in Asia?	Russia	Sarajevo, Bosnia
3	Which Great Power had the largest and most powerful navy in 1900?	Great Britain	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	No Man's Land
5	When was the Entente Cordiale signed?	1904	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	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	What was the purpose of the dug-out?
8	Which country joined the Entente Cordiale to make the Triple Entente and when?	Russia, in 1907	What was the Battle of the Somme?
9	Which Great Power believed they were encircled and therefore felt threatened?	Germany	When did soldiers in the trenches spend most of their time?
10	What was the battleship called that Britain developed in 1906 that Germany copied that triggered an arms race?	HMS Dreadnought	They spent it repairing the trenches
11	What was Germany's plan for war?	The Schlieffen Plan	July to November 1916
12	What was the BEF?	The British Expeditionary Force – 150,000 highly trained and well-equipped men.	When did the Battle of the Somme?
13	Who had the largest land army in 1914?	Germany, 1.5 million men. However, Russia could quickly overtake this when they mobilised fully.	Men who had enlisted together, usually from the same town or village, fought together... E.g. Accrington Pals.
14	In what years did the Balkan Wars occur?	1912-13	General Haig
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.	The last German spring offensive in 1918 by the Germans on the French and British front lines
16	Who did Serbia have an alliance with?	Russia	Tanks, gas, aerial assault, machine guns, moving artillery cannons
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	What was the Ludendorff offensive?
18	What was the 'blank cheque'?	Germany's total support of Austria-Hungary over its handling of the assassination and dealing with Serbia.	Russia
19	Whose neutrality did Britain promise to defend in 1914?	Belgium	Punish Germany and treat them harshly, "squeeze them till the pip squeaks"
20	What did Austria-Hungary give Serbia after the assassination?	An ultimatum	£6600 million
			Alsace and Lorraine, Posen, West Prussia, Danzig port, all overseas colonies
			The League of Nations
			How much in reparations did Germany have to pay?
			38
			39
			40

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

1. How did Europe fall under the control of dictators?

Key concepts:

- The political spectrum
- Left wing
- Right wing
- Dictatorship
- Totalitarianism



- Keywords:**
- Communism** - An economic and political system in which all property is state-owned
 - Democracy** - A political system that allows the people to vote on how the country is run
 - Dictator** - A single strong leader who can do what they want and has complete power
 - Fascism** - A political system that puts the strength of the nation above the individual
 - Totalitarian** - A form of rule in which the government or leader has unlimited power over all aspects of society
 - Autocracy** - A system of government by one person with absolute power
 - Bolsheviks** - The radical left-wing political group which seized control of the Russian government in 1917
 - Proletariat** - Used by communists to describe the working class
 - Tsar** - The Russian emperor
 - Collectivisation** - The grouping together of farms to be owned by the state
 - Industrialisation** - The widespread development of industries in a country
 - Purge** - To remove a group of people from an organisation
 - Soviet Union** - Or USSR, the new name for Russia under Communist control
 - Führer** - Hitler's title from 1934, when he became the absolute ruler of Germany
 - Police state** - A country where the government uses the police to spy on the people and stamp out opposition
 - Weimar Republic** - The German democratic government established after WWI
- Key dates:**
- **1917** – The Bolsheviks seize control of Russia
 - **1919** – Germany forced to sign Treaty of Versailles
 - **1924** – Stalin becomes leader of the Soviet Union
 - **1929** – The Great Depression
 - **1933** – Hitler becomes Chancellor of Germany
 - **1934** – Purges begin in the Soviet Union and Hitler becomes Führer

2. Why was Nazism defeated?

Key people:

- Winston Churchill
- Dwight Eisenhower
- Franklin Roosevelt
- Stalin



Keywords:

- Allies** - The alliance between Britain, the USA, the USSR and France
- BEF** - British Expeditionary Force
- Blitzkrieg** - Tactic used by Hitler meaning lightning war
- Axis** - The alliance that stood opposed to the allies made up of Germany, Japan and Italy
- Encircle** - To surround an enemy army
- Red Army** - Army of the Soviet Union
- Pincer movement** - A movement by two separate groups of troops to close in on an enemy from two different directions
- Isolationist** - The American policy of isolating itself from European and world affairs
- Lend-Lease** - A scheme under which the USA lent or leased vital supplies to Britain during the war
- Tariff** - A tax paid on certain imports or exports
- Luftwaffe** - The Nazi air forces
- Operation Overlord** - The allied military operation to liberate France from Nazi occupation

Key dates:

- **1 September 1939** Hitler invades Poland
- **26 May – 4 June 1940** Dunkirk evacuation
- **14 June 1940** Paris falls to the Nazis
- **22 June 1941** Hitler launches Operation Barbarossa
- **7 December 1941** Attack on Pearl Harbor
- **11 December 1941** Hitler declares war on the USA
- **September 1942-January 1943** The Battle of Stalingrad
- **6 June 1944** D-day
- **8 May 1945** End of the war in Europe

Unit 7: Shifting World Orders in the Modern World



3. Why was Europe split in half?

Key people:

- 'The Big Three' – Winston Churchill, Roosevelt, Stalin
- Harry Truman

Keywords:

- Capitalism** - Where trade and industry are run by private individuals for profit
- Cold War** - A state of political hostility between countries that doesn't go quite as far as open warfare
- Sphere of influence** - Region of the world in which one Superpower is dominant
- Superpower** - An unusually strong country
- Containment** - The US policy of stopping Communism from spreading
- Satellite state** - Countries that came under direct control of the Soviet Union after WWII
- Arms race** - When countries compete against each other to make more and more powerful weapons
- Deterrent** - Something that prevents one country from attacking another
- Mutually Assured Destruction** - The existence of massive nuclear weapons meant that a future World War could end life on earth

Key dates:

- **February 1945** Yalta Conference
- **May 1945** Germany defeated
- **July 1945** Potsdam Conference
- **6-9 August 1945** USA drops atomic bombs
- **March 1947** Truman Doctrine announced
- **March 1948** Marshall Aid introduced
- **June 1948** Berlin Blockade

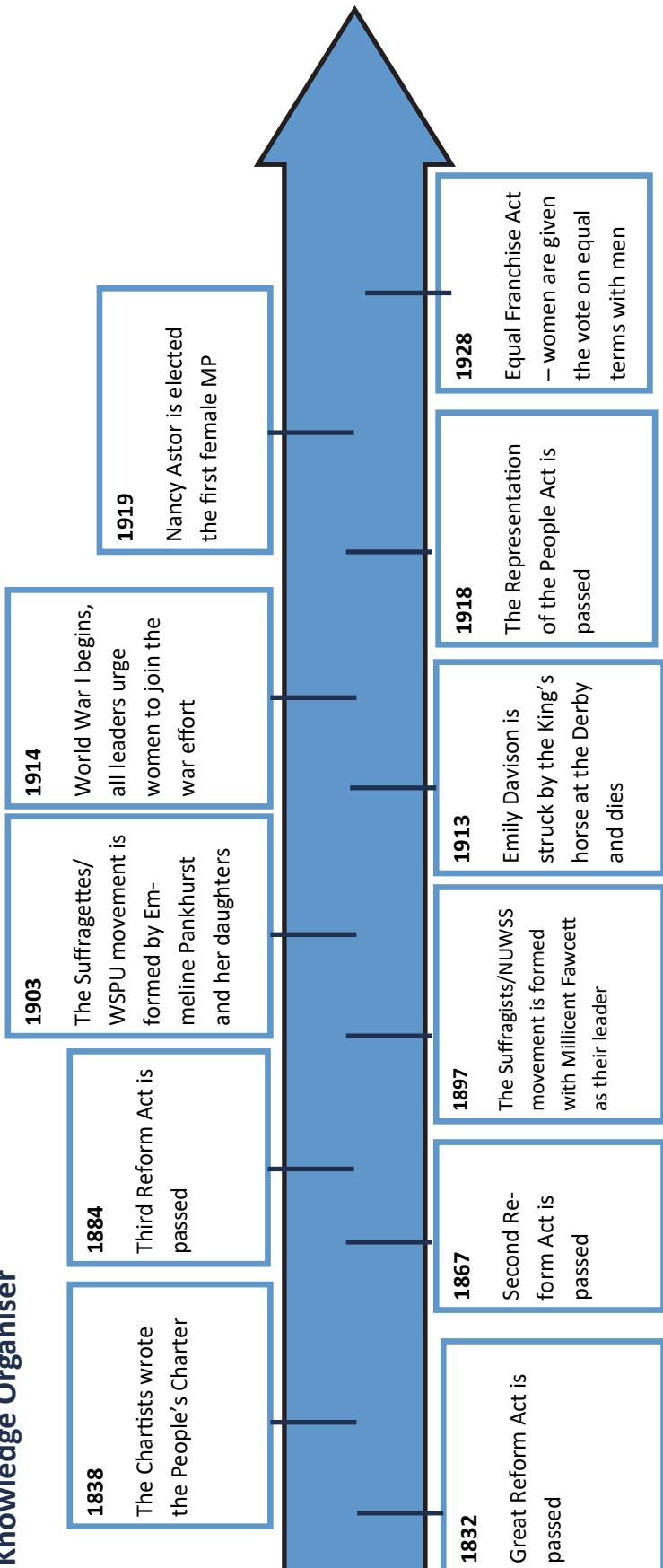
Unit 2: The Suffragettes

Key concept: Causation

Long term	Factor(s) that were around or happened significantly before hand. E.g. Success of protests for male suffrage, demands of the Chartists
Short term	Factor(s) that happen relatively close to the event you are studying. E.g. Militant actions of the Suffragettes
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 WW1 and changing role of Nancy Astor

Key people	
Nancy Astor	The first woman elected as a Member of Parliament (MP)
Emily Davison	Joined the WSPU in 1906. Was struck by the King's horse at the Epsom Derby and killed in 1913.
Benjamin Disraeli	A Conservative Prime Minister (1868, 1874-80) who introduced the Second Reform Act
Millicent Fawcett	Founded the Suffragists/NUWSS in 1897
William Gladstone	A Liberal politician who served in Parliament for over 60 years and four times as Prime Minister. He passed the Third Reform Act, extending the vote to all male homeowners.
Earl Grey	A Whig Prime Minister who proposed the Great Reform Act in 1831 and resigned when the House of Lords rejected it.
Annie Kenney	A working-class socialist feminist who was active in the WSPU as a militant member and was arrested.
William Lovett	The leader of the Chartist movement and wrote the People's Charter in 1838
Christabel Pankhurst	Speaker for the WSPU in 1905. She trained as a lawyer but could not practice as a woman. She fled the country in 1912 for fear of rearrest, and unsuccessfully ran for parliament in 1918.
Emmeline Pankhurst	Founded the WSPU in October 1903 and encouraged militant action as a form of protest. Was arrested many times, she went on hunger strike and was force-fed. Mother of Christabel.

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? Can you explain what an event/individual/place in history reveals about a bigger picture or bigger idea?



Keywords	
Act	a written law passed by Parliament
Ballot	a system of voting on a particular issue
Charter	a written statement of the rights of a specified group of people
Democracy	system of government by the whole population typically through elected representatives.
Enfranchisement	To be given the right to vote
Manifesto	A public set of political aims written down
Parliament	a group of people who make the laws for their country
Petition	a formal written request, typically one signed by many people, appealing to authority in respect of a particular cause
Propaganda	information used to promote a political point that can be misleading or untrue
Reform	make changes in order to improve something
Representation	Speaking or acting on behalf of someone
Rotten boroughs	a borough that was able to elect an MP despite having very few voters, the choice of MP typically being in the hands of one person or -fed. Mother of Christabel.
Strike	an organised refusal to do something expected or required typically to gain a concession
Suffrage	the right to vote
Tactics	An action or strategy carefully planned to achieve a specific end

Fluency sheet

1	What proportion of the British population had the right to vote before the Great Reform Act?	2.5%	16	Who led the Suffragettes when they split from the Suffragists in 1903?	Emmeline Pankhurst
2	What were boroughs where just one family or land-owner elected the MP called?	Rotten boroughs	17	What methods did the Suffragettes use to persuade people to their cause?	Protests and damaging property
3	What term is given to elections in which votes are not cast in public?	Secret ballot	18	Which law was introduced that allowed the police to release and then rearrest women on hunger strike?	Cat and Mouse Act
4	Before 1870, what happened to a woman's wealth when they got married?	It became their husband's	19	What did women that worked in the munition factories during WW1 become nicknamed?	The Canary Girls
5	Why were politics and government matters for men in the 19th century?	It was believed women didn't have the brain capacity	20	How did women help on the frontline?	Nursing and driving ambulances
6	What happened when Earl Grey's Great Reform Act	Riots broke out across the country	21	How did the war help all men get the vote?	They had fought for their country/democracy
7	In which year was the Great Reform Act passed?	1832	22	Which Prime Minister encouraged female suffrage?	David Lloyd George
8	What was the voting qualification in Britain following the Great Reform Act?	Men living in a property over £10	23	Which law passed in 1918 gave all men aged 21+ and women 30+ the vote?	Representation of the People Act
9	What working-class movement for equal political rights began in 1838?	Chartism	24	Who was the first woman elected as a Member of Parliament (MP)?	Nancy Astor
10	How many people joined a protest at Kennington Common in south London in 1848?	50,000	25	In which year were women given the vote on equal terms with men?	1928
11	Which British Prime Minister extended the vote to all	William Gladstone			
12	Which transport invention made it easier for radicals to travel and spread their ideas?	The train/railway			
13	Who led the Suffragists?	Millicent Fawcett			
14	In which year were the Suffragists/ NUWSS formed?	1897			
15	What three main methods did the Suffragists use to persuade people to their cause?	Pamphlets, petitions, and marches			

Knowledge Organiser | Islam

1	Islam	The religion of the Muslims, a monotheistic faith regarded as revealed through Muhammad as the Prophet of Allah.	11	Sunnah	The traditions and practices of the Prophet Muhammad.
2	Allah	“The God” in Arabic.	12	Sunni	The branch of Islam with the majority of followers, Sunni meaning followers of the Sunnah.
3	Tawhid	The belief in the oneness of God.	13	Shia	The branch of Islam with the minority of followers, Shi'a meaning ‘House of Ali’.
4	Revelation	A message from God to human beings.	14	Sunni/Shia Split	A division in Islam which occurred after the death of the Prophet Muhammad on who should lead the Ummah.
5	Prophet Muhammad	An Arab religious, social, and political leader and the founder of Islam.	15	Caliphate	An area ruled by a Muslim leader.
6	Qur'an	The central religious text of Islam, believed by Muslims to be the final revelation from God.	16	The Five Pillars	The basic acts in Islam, considered mandatory by believers, and are the foundation of Muslim life.
7	Mecca	Holy city for Muslims established by Ibrahim and Ishmael.	17	Hajj	The Hajj is an annual Islamic pilgrimage to Mecca, Saudi Arabia, the holiest city for Muslims.
8	Hijrah	The migration of Muhammad from Mecca to Medina.	18	Greater Jihad	The spiritual struggle within oneself against sin.
9	Ummah	The worldwide Muslim community.	19	Lesser Jihad	Defending Islam from threat but must meet a range of strict conditions to be declared.
10	Hadith	The sayings of the Prophet Muhammad.	20	Islamophobia	Dislike of or prejudice against Islam or Muslims.

Year 9 – Term 3 – Dynamo 2 Module 5 – Le Sport en Direct (Vocabulary & Grammar)

Point de départ (pages 102–103)

Dans ma ville, on peut ...	<i>In my town, you can ...</i>
Dans mon village, on peut ...	<i>In my village, you can ...</i>
jouer au basket.	<i>play basketball.</i>
jouer au billard.	<i>play snooker.</i>
jouer au foot(ball).	<i>play football.</i>
jouer au handball.	<i>play handball.</i>
jouer au rugby.	<i>play rugby.</i>
jouer au tennis.	<i>play tennis.</i>
jouer au tennis de table.	<i>play table tennis.</i>
jouer au volleyball.	<i>play volleyball.</i>
faire du footing.	<i>go jogging.</i>
faire du judo.	<i>do judo.</i>
faire du ski.	<i>go skiing.</i>
faire du vélo.	<i>go cycling.</i>
faire de la gymnastique.	<i>do gymnastics.</i>
faire de la musculation.	<i>do weight training.</i>
faire de la natation.	<i>go swimming.</i>
faire de la voile.	<i>go sailing.</i>
faire de l'athlétisme.	<i>do athletics.</i>
faire de l'équitation.	<i>go horse riding.</i>
Tu es sportif/sportive?	<i>Are you sporty?</i>
Je suis (assez) sportif/sportive.	<i>I am (quite) sporty.</i>
Je ne suis pas (très) sportif/sportive.	<i>I am not (very) sporty.</i>
Tu fais quels sports?	<i>What sports do you do?</i>
Je joue au rugby.	<i>I play rugby.</i>
Je fais du judo.	<i>I do judo.</i>

Unité 1 (pages 104–105) C'est plus amusant!

Quelle est ton opinion sur ... ?	<i>What is your opinion of ... ?</i>
Je trouve le tennis ...	<i>I find tennis ...</i>
Je trouve la voile ...	<i>I find sailing ...</i>
amusant(e).	<i>fun.</i>
compliqué(e).	<i>complicated.</i>
fatigant(e).	<i>tiring.</i>
intéressant(e).	<i>interesting.</i>
passionnant(e).	<i>exciting.</i>
relaxant(e).	<i>relaxing.</i>
facile.	<i>easy.</i>
difficile.	<i>difficult.</i>
ennuyeux/ennuyeuse.	<i>boring.</i>
Je trouve le ski plus difficile que le cyclisme.	<i>I find skiing more difficult than cycling.</i>
Je trouve la gymnastique plus facile que le footing.	<i>I find gymnastics easier than jogging.</i>

Unité 2 (pages 106–107) Pour aller au stade?

Pour aller au bureau d'information?	<i>How do I get to the information office?</i>
Pour aller au lac?	<i>How do I get to the lake?</i>
Pour aller au restaurant?	<i>How do I get to the restaurant?</i>

Pour aller au stade?	<i>How do I get to the stadium?</i>
Pour aller au vélodrome?	<i>How do I get to the velodrome?</i>
Pour aller à la piscine?	<i>How do I get to the swimming pool?</i>
Pour aller à la gare?	<i>How do I get to the station?</i>
Pour aller à la piste d'athlétisme?	<i>How do I get to the athletics track?</i>
Pour aller à l'hôtel?	<i>How do I get to the hotel?</i>
Pour aller aux courts de tennis?	<i>How do I get to the tennis courts?</i>
Pour aller aux toilettes?	<i>How do I get to the toilet?</i>
Allez tout droit.	<i>Go straight on.</i>
Tournez à droite.	<i>Turn right.</i>
Tournez à gauche.	<i>Turn left.</i>
Prenez la première rue à gauche.	<i>Take the first road on the left.</i>
Prenez la deuxième rue à droite.	<i>Take the second road on the right.</i>
Prenez la troisième rue à gauche.	<i>Take the third road on the left.</i>

Unité 3 (pages 108–109) Qu'est-ce qu'il faut faire?

Qu'est-ce qu'il faut faire?	<i>What must you do?</i>
Il faut manger des fruits et des légumes.	<i>You must eat fruit and vegetables.</i>
Il faut travailler dur.	<i>You must work hard.</i>
Il faut aller à la salle de fitness.	<i>You must go to the gym.</i>
Il faut être déterminé(e).	<i>You must be determined.</i>
Il faut boire beaucoup d'eau.	<i>You must drink lots of water.</i>
Il faut dormir huit heures par nuit.	<i>You must sleep eight hours a night.</i>
Il ne faut pas consommer de drogue.	<i>You must not take drugs.</i>
Il ne faut pas fumer.	<i>You must not smoke.</i>
Sur la photo, il y a ... un(e) athlète.	<i>In the photo there is ... an athlete.</i>
un joueur de basket.	<i>a basketball player.</i>
Il est sur une piste d'athlétisme.	<i>He is on an athletics track.</i>
Elle est sur un terrain de basket.	<i>She is on a basketball court.</i>
Il porte ... un short.	<i>He is wearing ... shorts.</i>
un maillot de course.	<i>a running top.</i>
un maillot de basket.	<i>a basketball top.</i>
Il y a des spectateurs.	<i>There are spectators.</i>

Unité 4 (pages 110–111) Vous allez bien?

le bras	<i>arm</i>
le dos	<i>back</i>
le pied	<i>foot</i>
le ventre	<i>stomach</i>
la jambe	<i>leg</i>

la tête	<i>head</i>
l'oreille	<i>ear</i>
l'œil / les yeux	<i>eye / eyes</i>
Vous allez bien?	<i>Are you well?</i>
J'ai mal au bras.	<i>I have a sore arm.</i>
J'ai mal au dos.	<i>I have a sore back.</i>
J'ai mal au pied.	<i>I have a sore foot.</i>
J'ai mal au ventre.	<i>I have a sore stomach.</i>
J'ai mal à la jambe.	<i>I have a sore leg.</i>
J'ai mal à la tête.	<i>I have a sore head.</i>
J'ai mal à l'oreille.	<i>I have a sore ear.</i>
J'ai mal à l'œil.	<i>I have a sore eye.</i>
J'ai mal aux yeux.	<i>I have sore eyes.</i>
J'ai un rhume.	<i>I have a cold.</i>
J'ai de la fièvre.	<i>I have a temperature.</i>
Il faut rester au lit.	<i>You must stay in bed.</i>
Il faut utiliser une crème.	<i>You must use a cream.</i>
Il faut prendre des antidouleurs.	<i>You must take painkillers.</i>
Il faut boire beaucoup d'eau.	<i>You must drink lots of water.</i>

Unité 5 (pages 112–113) Allez les futurs champions!

Tu fais quel sport?	<i>What sport do you do?</i>
Je joue au foot.	<i>I play football.</i>
Je joue un match.	<i>I play a match.</i>
Je travaille dur.	<i>I work hard.</i>
Je suis membre d'une équipe locale.	<i>I am a member of a local team.</i>
Je suis membre d'un club local.	<i>I am a member of a local club.</i>
Je marque beaucoup de buts.	<i>I score lots of goals.</i>
Je gagne un match.	<i>I win a match.</i>
Qu'est-ce que tu fais tous les jours?	<i>What do you do every day?</i>
Je vais à la salle de fitness.	<i>I go to the gym.</i>
Je fais de la musculation.	<i>I do weight training.</i>
Qu'est-ce que tu as fait récemment?	<i>What did you do recently?</i>
J'ai joué en compétition.	<i>I played in a competition.</i>
J'ai marqué beaucoup de points.	<i>I scored lots of points.</i>
J'ai gagné une médaille aux J.O.	<i>I won a medal at the Olympic Games.</i>
Qu'est-ce que tu vas faire à l'avenir?	<i>What are you going to do in the future?</i>
Je vais marquer beaucoup d'essais.	<i>I am going to score lots of tries.</i>
Je vais jouer pour la France.	<i>I am going to play for France.</i>
Je vais être membre de l'équipe nationale.	<i>I am going to be a member of the national team.</i>
Je vais gagner la Coupe du Monde.	<i>I am going to win the World Cup.</i>

- Use **jouer à** with sports you play.
- Use **faire de** with sports you do.
- With **masculine nouns**:
à + le becomes **au**
de + le becomes **du**
le basket → *On peut jouer au basket.*
le judo → *On peut faire du judo.*



jouer (to play) is a regular –er verb	faire (to do) is irregular
<i>je joue</i>	<i>je fais</i>
<i>tu joues</i>	<i>tu fais</i>
<i>il/elle/on joue</i>	<i>il/elle/on fait</i>
<i>nous jouons</i>	<i>nous faisons</i>
<i>vous jouez</i>	<i>vous faites</i>
<i>ils/elles jouent</i>	<i>ils/elles font</i>

Je trouve ... means
'I find ...'



You can use it to give opinions.
It is followed by **le / la / les**.
Je trouve le basket amusant.
I find basketball fun.

- Sometimes French words aren't translated literally. **Sur la photo** literally means 'on the photo', but in English we say 'in the photo'.
- Il porte** means 'he **wears**' or 'he is **wearing**'. Which translation sounds right here?



To talk about what you are going to do in the future, use

je vais + infinitive.

Je vais rester au lit. I am going to stay in bed.



In French **all nouns** (not just people) are either **masculine** or **feminine**.

Adjectives must agree with the noun they describe:

masculine singular	feminine singular
Je trouve le football ...	Je trouve la danse ...
compliqué	compliquée
amusant	amusante
fatigant	fatigante
intéressant	intéressante
passionnant	passionnante
relaxant	relaxante
difficile	difficile
facile	facile
ennuyeux	ennuyeuse

To ask for directions, you can use:

Pour aller à + the definite article + noun?

à + le becomes **au**

à + les becomes **aux**

Pour aller ...

masc singular	le lac	→ au lac?
fem singular	la gare	→ à la gare?
before a vowel sound	l'hôtel	→ à l'hôtel?
plural	les toilettes	→ aux toilettes?

You use the imperative to give instructions.

With someone you don't know well (especially adults), use the **vous** form.

Take the **vous** form of the verb and drop the word **vous**.

- Vous allez** (You go) → **Allez tout droit.** (Go straight on.)
Vous tournez (You turn) → **Tournez à gauche.** (Turn left.)
Vous prenez (You take) → **Prenez la première rue.** (Take the first road.)



Time expressions such as *tous les jours* and *le weekend prochain* help you recognise which tense you need or hear.



To identify the different tenses, look or listen for:

- present tense: single verbs:** *joue, fais, vais, suis*
- near future tense:** *je vais + infinitive:* *je vais gagner*
- perfect (past) tense:** *j'ai + past participle:* *j'ai joué, je suis allé(e)* (I went).



Il faut means 'it is necessary to' / 'you must'.

It is followed by the **infinitive**.

Il faut travailler dur. **You must work** hard.

Il ne faut pas means 'you must not'.

Il ne faut pas fumer. **You must not smoke.**

Learn to recognise key questions in different tenses:

- present: **Qu'est-ce que tu fais?**
What do you do / are you doing?
- perfect: **Qu'est-ce que tu as fait?**
What did you do?
- near future: **Qu'est-ce que tu vas faire?**
What are you going to do?



Year 9 – Term 4 – Dynamo 3 Module 4 – Le Meilleur de Monde (Vocabulary & Grammar)

Point de départ (pages 80–81)

Qu'est-ce qu'on mange à la cantine scolaire?	What do you eat at the school canteen?
Dans le repas, il y a ...	<i>In the meal, there is ...</i>
du fromage / du lait	<i>cheese / milk</i>
du pain / du riz	<i>bread / rice</i>
de la soupe	<i>soup</i>
de la viande	<i>meat</i>
de l'eau	<i>water</i>
des frites / des haricots	<i>chips / beans</i>
des légumes	<i>vegetables</i>
des pommes de terre	<i>potatoes</i>
des sandwichs	<i>sandwiches</i>
un fruit	<i>a piece of fruit</i>
un jus de fruits	<i>a fruit juice</i>
C'est ...	<i>It is ...</i>
Ce n'est pas ...	<i>It isn't ...</i>
délicieux / savoureux.	<i>delicious / tasty.</i>
sain / simple.	<i>healthy / simple.</i>
Mon repas préféré, c'est ...	<i>My favourite meal is ...</i>
Sur la photo, il y a ...	<i>In the photo, there is ...</i>
un homme / une femme.	<i>a man / a woman.</i>
un garçon / une fille.	<i>a boy / a girl.</i>
Il/Elle est ...	<i>He/She is ...</i>
au collège.	<i>at school.</i>
à la plage.	<i>at the beach.</i>
à la campagne.	<i>in the country(side).</i>
Il/Elle porte ...	<i>He/She is wearing ...</i>
un tee-shirt.	<i>a tee-shirt.</i>
un gilet vert.	<i>a green hi-vis / waistcoat.</i>
Il/Elle ramasse des déchets.	<i>He/She is picking up litter.</i>
Il fait beau.	<i>The weather is nice / sunny.</i>
Il fait mauvais.	<i>The weather is bad.</i>
Il pleut.	<i>It is raining.</i>

Unité 1 (pages 82–83) Est-ce que tu manges de la viande?

Est-ce que tu manges de la viande?	Do you eat meat?
Je mange ...	<i>I eat ...</i>
du poisson.	<i>fish.</i>
de la viande.	<i>meat.</i>
beaucoup de fruits et de légumes.	<i>lots of fruit and vegetables.</i>
Je bois du lait.	<i>I drink milk.</i>
Je ne mange pas ...	<i>I don't eat ...</i>
Je ne mange jamais ...	<i>I never eat ...</i>
de viande / de poisson.	<i>meat / fish.</i>
de produits d'origine animale.	<i>animal products.</i>
Je ne bois pas de lait.	<i>I don't drink milk.</i>

Est-ce que tu es pour ou contre le véganisme?

Je suis pour le véganisme.	<i>I am in favour of veganism.</i>
Je suis contre le véganisme.	<i>I am against veganism.</i>
C'est sain.	<i>It's healthy.</i>
La production de viande, c'est mauvais pour l'environnement.	<i>Meat production is bad for the environment.</i>
Manger des animaux, c'est cruel.	<i>Eating animals is cruel.</i>
Il y a beaucoup de vitamines dans la viande, le lait et le poisson.	<i>There are lots of vitamins in meat, milk and fish.</i>
La viande, c'est très savoureux.	<i>Meat is very tasty.</i>
Manger des animaux, c'est normal.	<i>It is normal to eat animals.</i>

Unité 2 (pages 84–85) Action pour la nature!

Le panda géant	<i>The giant panda</i>
Le tigre	<i>The tiger</i>
La tortue marine	<i>The sea turtle</i>
L'ours polaire	<i>The polar bear</i>
Le rhinocéros	<i>The rhinoceros</i>
Le crocodile habite ...	<i>The crocodile lives ...</i>
dans la forêt.	<i>in the forest.</i>
dans l'eau.	<i>in the water.</i>
à la campagne.	<i>in the countryside.</i>
est menacé(e) par ...	<i>is threatened by ...</i>
le changement climatique.	<i>climate change.</i>
la chasse.	<i>hunting.</i>
la déforestation.	<i>deforestation.</i>
la pollution.	<i>pollution.</i>
Qu'est-ce qu'il faut faire pour protéger les animaux menacés?	<i>What must you do to protect endangered animals?</i>
Il faut ...	<i>You must ...</i>
ramasser les déchets.	<i>pick up litter.</i>
recycler le papier et les bouteilles.	<i>recycle paper and bottles.</i>
aller au collège à pied ou à vélo.	<i>go to school on foot or by bike.</i>
Il ne faut pas ...	<i>You must not ...</i>
manger trop de viande.	<i>eat too much meat.</i>
utiliser trop d'énergie.	<i>use too much energy.</i>
laisser de sacs en plastique sur la plage.	<i>leave plastic bags on the beach.</i>

Unité 3 (pages 86–87) Mission écolo!

Qu'est-ce qu'on a fait récemment pour aider l'environnement?	What have we done recently to help the environment?
J'ai ramassé des déchets.	<i>I picked up litter.</i>
J'ai recyclé du papier et du plastique.	<i>I recycled paper and plastic.</i>
J'ai acheté des produits bio.	<i>I bought organic products.</i>
Je suis allé(e) au collège à pied.	<i>I went to school on foot.</i>
On a utilisé moins d'énergie.	<i>We used less energy.</i>

On a organisé une campagne anti-plastique.

je recycle	<i>I recycle</i>
j'ai recyclé	<i>I recycled</i>
j'utilise	<i>I use</i>
j'ai utilisé	<i>I used</i>
je ramasse	<i>I collect / pick up</i>
j'ai ramassé	<i>I collected / picked up</i>

We organised an anti-plastic campaign.

<i>I recycle</i>
<i>I recycled</i>
<i>I use</i>
<i>I used</i>
<i>I collect / pick up</i>
<i>I collected / picked up</i>

Unité 4 (pages 88–89) Je voudrais changer le monde ...

Qu'est-ce que tu voudrais faire pour changer le monde?

Je voudrais ...	<i>I would like ...</i>
utiliser moins de plastique.	<i>to use less plastic.</i>
acheter moins de vêtements.	<i>to buy fewer clothes.</i>
manger moins de viande.	<i>to eat less meat.</i>
organiser une campagne anti-déchets.	<i>to organise an anti-litter campaign.</i>
faire du travail bénévole.	<i>to do voluntary work.</i>
être membre d'un groupe écolo.	<i>to be a member of a green /eco group.</i>
Il faut aider les animaux menacés.	<i>You / We must help endangered animals.</i>
Il faut protéger la planète.	<i>You / We must protect the planet.</i>
Il faut combattre le changement climatique.	<i>You / We must fight climate change.</i>
Il faut aider les autres.	<i>You / We must help others.</i>

What would you like to do to change the world?

I would like ...	<i>I would like ...</i>
to use less plastic.	<i>to use less plastic.</i>
to buy fewer clothes.	<i>to buy fewer clothes.</i>
to eat less meat.	<i>to eat less meat.</i>
to organise an anti-litter campaign.	<i>to organise an anti-litter campaign.</i>
to do voluntary work.	<i>to do voluntary work.</i>
to be a member of a green /eco group.	<i>to be a member of a green /eco group.</i>
You / We must help endangered animals.	<i>You / We must help endangered animals.</i>
You / We must protect the planet.	<i>You / We must protect the planet.</i>
You / We must fight climate change.	<i>You / We must fight climate change.</i>
You / We must help others.	<i>You / We must help others.</i>

Les mots essentiels High-frequency words

For giving opinions

Je suis pour / contre ... *I am for / against ...*

In my opinion, ...

Pour moi,... *For me, ...*

I think that ...

Tu es d'accord? *Do you agree?*

I agree.

Je ne suis pas d'accord. *I disagree.*

You must be joking!

Time phrases

hier *yesterday*

last Monday

le weekend dernier *last weekend*

last week

la semaine dernière *last year*

last year

Use ***du/de la/de l'/des*** when you are talking about food and drink to say 'some'.

m.	<i>du</i> pain	some bread
f.	<i>de la</i> viande	some meat
vowel or h	<i>de l'eau</i>	some water
plural	<i>des</i> frites	some chips

When you translate into English, you can use the word 'some' or leave it out:

Il y a du pain et de l'eau. There is some bread and some water.
Or: There is bread and water.

These negatives form a sandwich around the verb:

ne ... pas not

ne ... jamais never

Je ne mange pas de viande. I **don't** eat meat.

Je ne mange jamais de viande. I **never** eat meat.

After *pas* and *jamais*, *un/une* and *du/de la/des* change to *de*:

Je ne bois pas de lait. I don't drink milk.

Pour + infinitive means 'to' or 'in order to'.

pour protéger les animaux menacés ...

(in order) **to protect** endangered animals ...

Il faut + infinitive You must ...

Il ne faut pas + infinitive You must not ...

Il faut recycler le papier. You must **recycle** paper.

Use context (including pictures) and logic for help. For example, *menacé par ...* is followed by words such as *déforestation* and *pollution*. This helps you work out what *menacé par* might mean.



Perfect tense verbs have three parts:

1 the noun or subject pronoun

2 part of the verb ***avoir*** or ***être***

3 the past participle

j'ai recyclé je suis allé on a utilisé



Remember, the **present tense** is used to say what you do now: *Je recycle les bouteilles en plastique.*



The **perfect tense** is used to say what you have done: *J'ai organisé une campagne anti-plastique.*

Use *le/la/les* for things in general and *du/de la/des* to be more specific.



On can be a synonym for *nous*, meaning 'we'.



le/la/les don't need to be translated when they refer to things in general.

Il faut ramasser les déchets. You must pick up **litter**.

When translating verbs such as 'he is wearing' or 'she is collecting' into French, don't be tempted to use the verb 'to be'. There is only one present tense in French: phrases such as *il porte* mean 'he wears' or 'he is wearing'.



Je voudrais means 'I would like'.

It is an example of the conditional tense.

It is followed by the infinitive.

Je voudrais faire du travail bénévole.

I **would like** to do voluntary work.

To say that you would **not** like to do something, put ***ne ... pas*** around the verb:

Je ne voudrais pas acheter moins de vêtements.
I would **not** like to **buy** fewer clothes.

Page 29

Est-ce que ...? makes a statement into a question.



Est-ce que tu voudrais manger moins de viande?

Would you like to eat less meat?

- current actions: present tense and time phrases such as *tous les jours*
- recent actions: perfect tense and time phrases such as *le mois dernier*
- what you would like to do: *je voudrais + infinitive*, and time phrases such as *à l'avenir* or *l'année prochaine*



Stratégie

When you are learning new vocabulary, grouping words together can help you remember them.

You can group by **meaning**:

e.g. *du pain / du fromage / de la viande* are all **foods**.

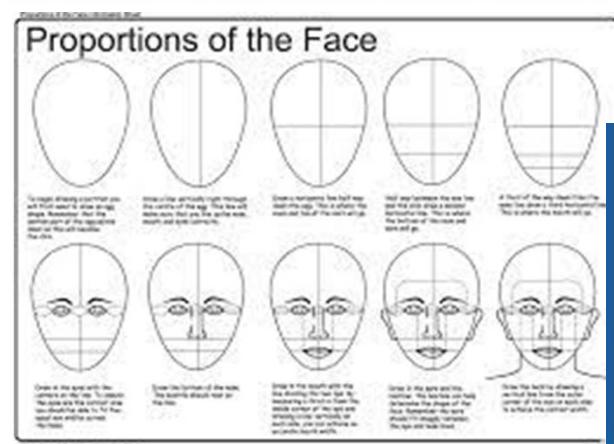
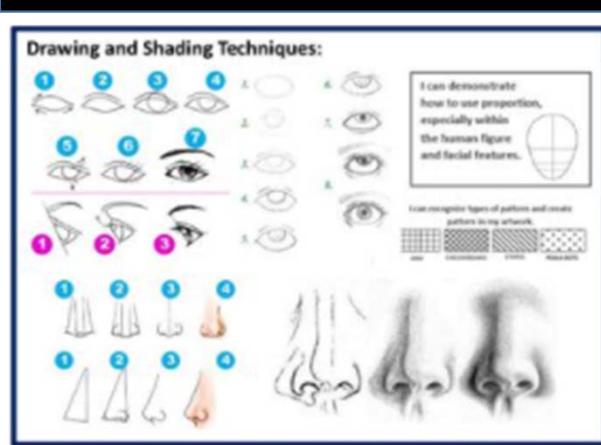
You can group by **word type**:

e.g. *faire / manger / être* are all verb **infinitives**.

You can group by **word family**:

e.g. *du plastique / en plastique / anti-plastique* all contain the word **plastique**.

KS3 Art -Year 9 Iconic Portraits - Term 3 and 4



Loui Jovers

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.



Shepard
Fairey

Keywords

Definition

Proportion

Proportion is the principle of art that refers to relative size. Proportion is largely about the relationship of the size of one element when compared to another.

Scale

Scale refers to the size of an object (a whole) in relationship to another object (another whole). The scale of a drawing, size you draw it.

Facial Features

A distinguishing element of a face, such as eyes, nose, mouth, ears.

Challenge

By taking challenging action, you're proving to yourself that you have the capacity, effort and discipline to overcome hurdles. Using feedback and achievement that you have the ability to challenge yourself.

Portrait

a painting, drawing, photograph, or engraving of a person, especially one depicting only the face or head and shoulders.

Self- Portrait

a portrait that an artist produces of themselves.

Identity

the characteristics determining who or what a person or thing is.

KEYWORDS

Illustration

Geometric

Line

Pattern

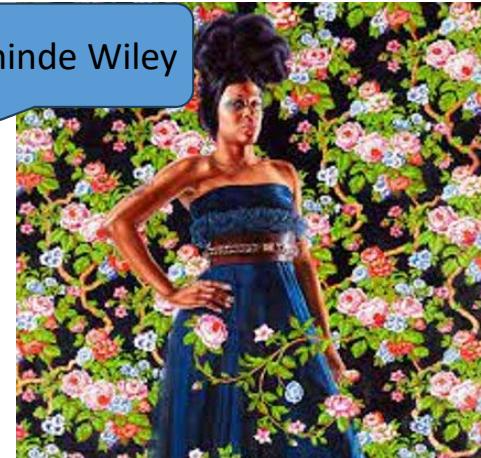
Doodle

Collage

Negative space

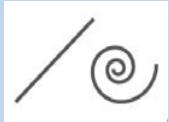
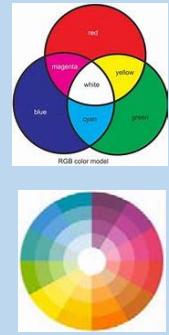
Composition

Kehinde Wiley



The Postman

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



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 Delaunay + Bridget Riley

Tools and Equipment



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

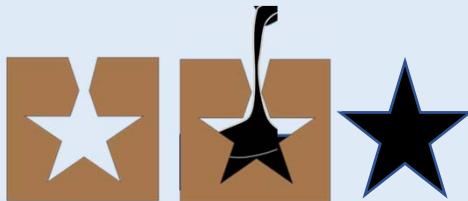


Moulding and Casting

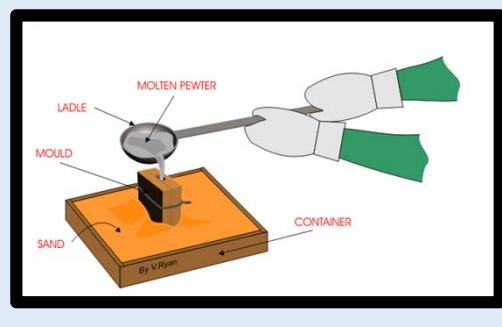
The process of creating a negative space or a 'mould' then pouring a liquid into the space to create a positive object which solidifies due to a change in temperature or reaction. Examples are making muffins, ice cubes and pewter casting!



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 rxox@#ghj dlyh# vsdfh fdwlgj# surfhv Fdwlb# Brvlyh# vkdsh



MOLten PEWTER
LADLE
MOULD
SAND
CONTAINER

By V.Ryan

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



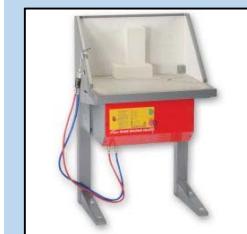
Files – used to remove small amounts of material from a workpiece usually to smooth a surface. Commonly used in woodworking and metalworking,



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



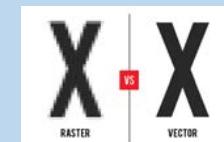
Pewter is a malleable metal alloy consisting of tin, antimony, copper, bismuth and sometimes silver. Pewter has a low **melting point**, around **170–230 °C** & is easy to work with.



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.

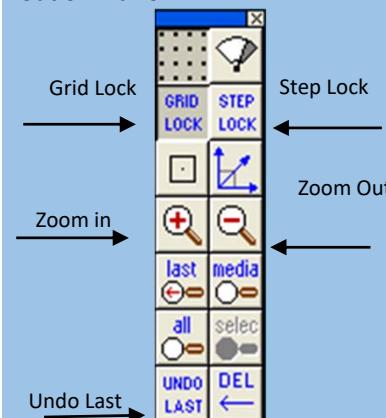
Vector graphic

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



Hand protection must be worn



Leather gloves/ gauntlets



Face protection must be worn



Full face shield



Protective apron must be worn



Leather apron

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

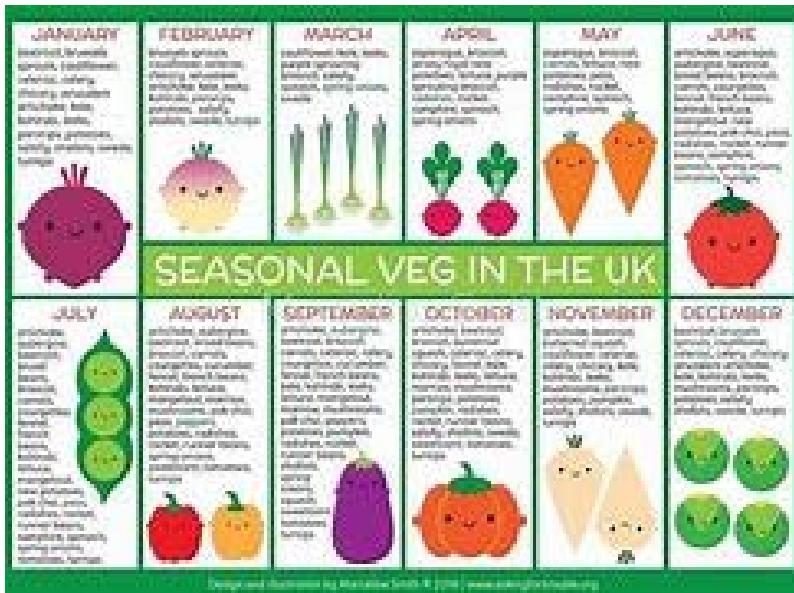


KEYWORDS

Food Provenance
Red Tractor
Food Miles
Sustainability of food
Seasonal food

RECIPES

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



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



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.foodafactoflife.org.uk>
<https://www.nutrition.org.uk> AQA
Revision Guide

What Makes a Good Song?

Exploring Popular Songs and Musical Arrangements



A. Popular Song Structure

SONG STRUCTURE – How a song is made up of or divided into different sections (see below) and the order in which these sections occur. To work out the structure of a song, it's helpful to analyse the **LYRICS and** listen to a recording for the song (for instrumental sections).

INTRO – often shortened to 'intro', the first section of a song which sets the mood of the song and is sometimes, but not always, an instrumental section using the song's chord pattern.

VERSES – songs normally have several verses. Verses introduce the song's theme and have the same melody but different lyrics for each verse which helps develop the song's narrative and story. Songs made up entirely of verses are called **STROPHIC**.

LINK – a optional short section often used to join different parts of a song together, often instrumental, and sometimes joins verses together or appears at other points within a song.

PRE-CHORUS – an optional section of music that occurs before the **CHORUS** which helps the music move forward and "prepare" for what is to come.

CHORUS – occurs several times within a song and contains the most memorable **HOOK/RIFF**. The chorus relays the message of the song and is repeated with the same melody and lyrics each time it is heard. In popular songs, the chorus is often repeated several times towards the end of the song.

MIDDLE 8/BRIDGE – a section (often 8 bars in length) that provides contrasting musical material often featuring an instrumental or vocal solo using new musical material allowing the performer to display their technical skill on their instrument or voice.

CODA/OUTRO – The final section of a popular song which brings it to an end (Coda is Italian for "tail"!).

B. Key Words

LYRICS – The words of a song, usually consisting of **VERSES** and a **CHORUS**.

HOOK – A 'musical hook' is usually the 'catchy bit' of the song that you will remember. It is often short and used and repeated in different places throughout the piece. Hooks can be either **MELODIC, RHYTHMIC** or **VERBAL/LYRICAL**.

RIFF – A repeated musical pattern often used in the introduction and instrumental breaks in a song or piece of music. Riffs can be rhythmic, melodic or lyrical, short and repeated.

MELODY – The main tune of the song often sung by the **LEAD SINGER**.

COUNTER-MELODY – An 'extra' melody often performed 'on top of' the main melody that 'fits' with it a **DESCANT** or **INSTRUMENTAL SOLO**.

TEXTURE – The layers that make up a song e.g., *Me melody, Counter-Melody, Hooks/Riffs, Chords, Accompaniment, Bass Line*.

C. Lead Sheet Notation and Arrangements

A LEAD SHEET is a form of musical **NOTATION** that contains only the essential elements of a popular song such as the **MELODY, LYRICS, RIFFS, CHORDS** (often as guitar chord symbols) and **BASS LINE**; it is not as developed as a **FULL SCORE ARRANGEMENT** and is open to interpretation by performers who need to use and adapt the given elements to create their own musical **ARRANGEMENT**: their "version" of an existing song.

COVER (VERSION) – A new performance, remake or recording by someone other than the original artist or composer of the song.

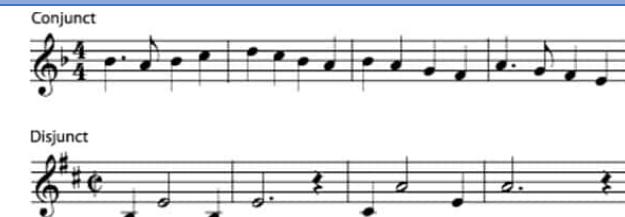


D. Conjunct and Disjunct Melodic Motion

CONJUNCT MELODIC MOTION – Melodies which move mainly by step or use notes which are next to or close to one another.

DISJUNCT MELODIC MOTION – Melodies which move mainly by leap or use notes which are not next to or close to one another.

MELODIC RANGE – The distance between the lowest and highest pitched notes in a melody.



E. Song Timbre and Sonority (Instruments that are used to Accompany Songs)



Pop Bands often feature a **DRUM KIT** and **PERCUSSION** to provide the rhythm along with **ELECTRIC GUITARS (LEAD GUITAR, RHYTHM GUITAR and BASS GUITAR)** and **KEYBOARDS**. Sometimes **ACOUSTIC INSTRUMENTS** are used such as the **PIANO** or **ACOUSTIC GUITAR**. **ORCHESTRAL INSTRUMENTS** are often found in pop songs such as the **STRINGS, SAXOPHONE, TROMBONE** and **TRUMPET**.

Singers are essential to a pop song - **LEAD SINGER** – Often the "frontline" member of the band (most famous) who sings most of the melody line to the song. **BACKING SINGERS** support the lead singer providing **HARMONY** or a **COUNTER-MELODY** (a melody that is often higher in pitch and different, but still 'fits with' the main melody) and do not sing all the time but just at certain points within a pop song e.g. in the chorus.



PERFORMANCE SKILLS

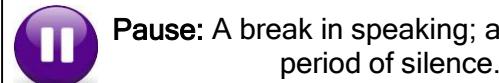
For the GCSE course you are required to have a thorough knowledge of a wide range of performance skills, so that you can write about how they can/have been used as well as being able to use them yourself.

Components
1, 2 & 3

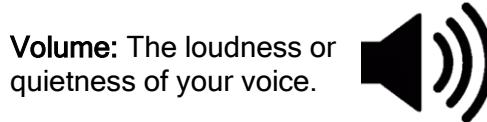
VOCALS



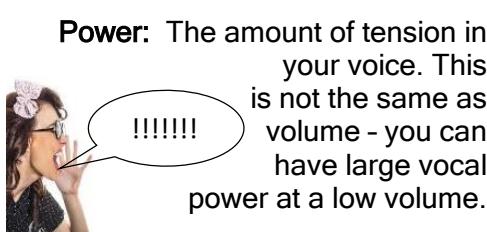
Pitch: How high or low your voice is.



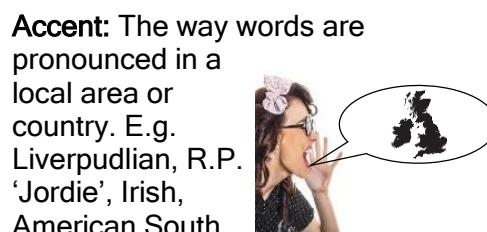
Pause: A break in speaking; a period of silence.



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.



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



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?

PHYSICALITY



Direction: The position you face or move in.



Pace: The speed that you move at.



Gait: The way that you walk.

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



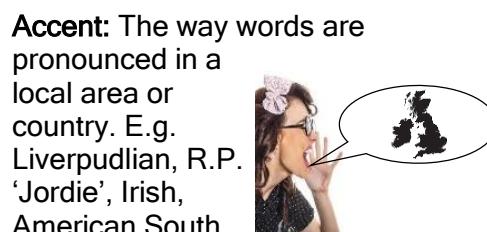
Tension: How tightly you are holding your muscles.



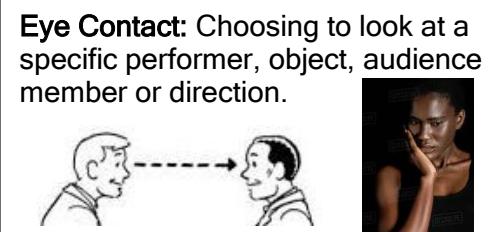
Facial Expression: Using your face to show how a character is feeling.



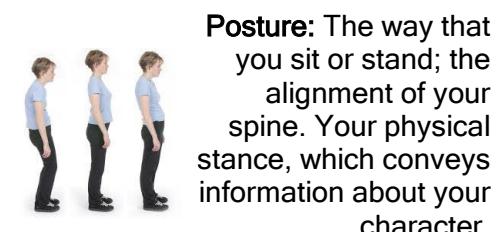
Gesture: A movement (of the head, arm, hand, leg or foot which communicates a specific meaning.



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



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

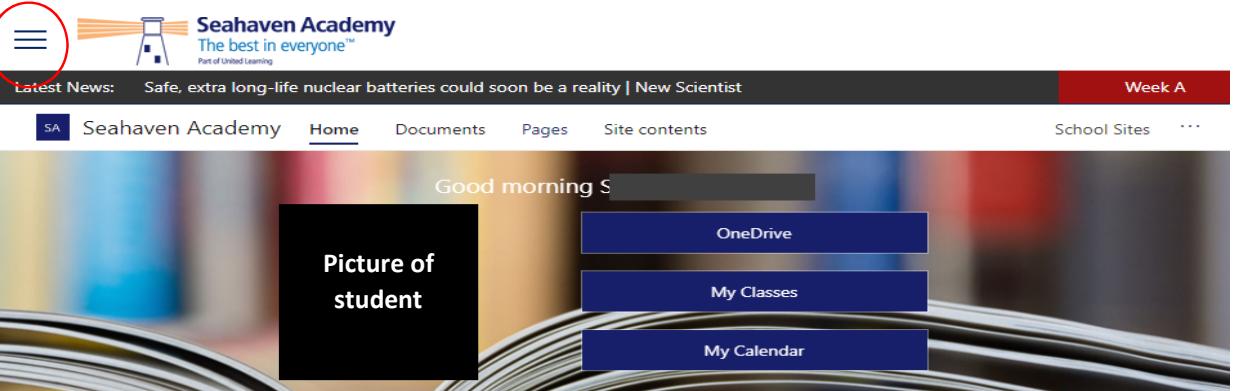


DIG DEEPER QUESTIONS

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?
What makes a successful performance?

Computer Science Knowledge Organiser Terms 3 and 4

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.

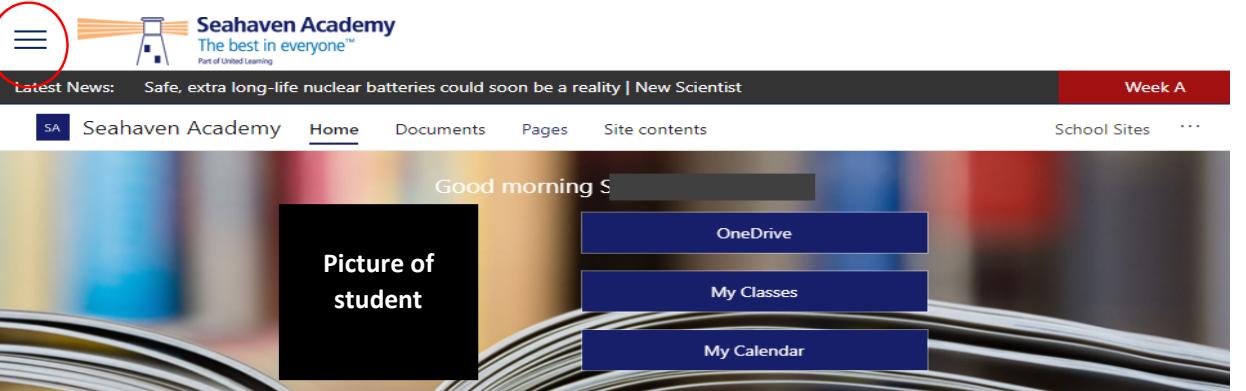
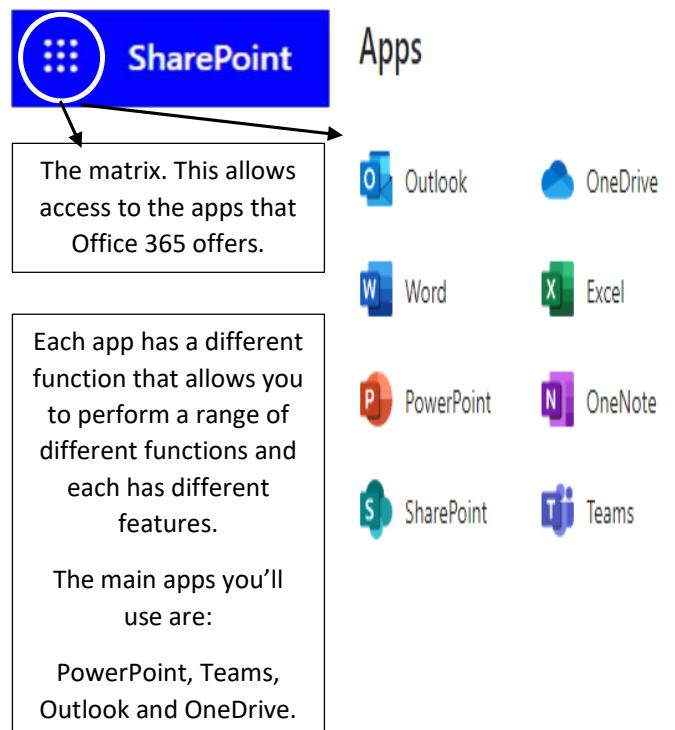
 SharePoint

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

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.



Good morning S

Picture of student

OneDrive

My Classes

My Calendar

Communication

- Home
- Staff
- Arbor
- Behaviour Management
- CPOMS
- Exant
- Go 4 Schools
- IT Service Desk
- My Calendar
- Photos

Collaboration

- Assessment and Reporting
- Continuity of Learning
- Cover
- Middle Leaders Team
- Pastoral Team
- PSHE Team
- SLT Team

My Departments

- All Departments
- Computer Science
- History
- Mathematics
- Physical Education
- Subject

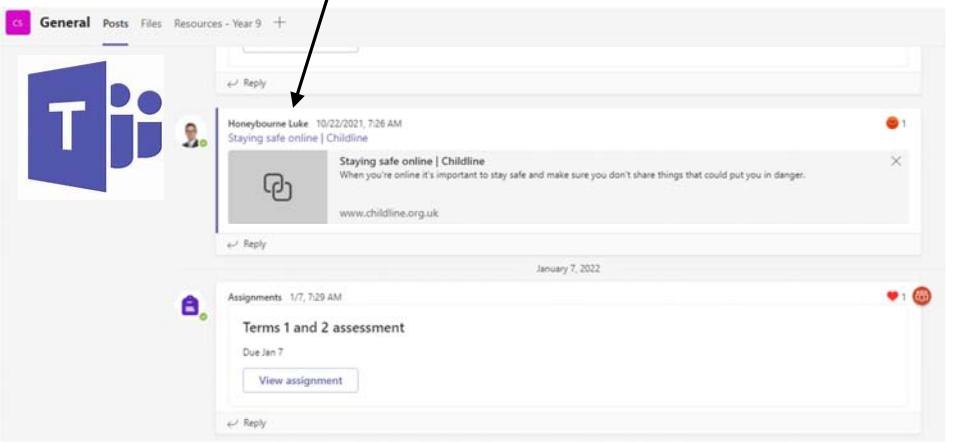
Classes 2021-2022

- Class Dashboard
- Computer Science 7JMA-CP 2021 SEA
- Computer Science 7JTI-CP 2021 SEA
- Computer Science 7ZMC-CP 2021 SEA
- Computer Science 8X1-Cp 2021 SEA
- Computer Science 8X3-Cp 2021 SEA
- Computer Science 8Y2-Cp 2021 SEA
- Computer Science 9X1-Cp 2021 SEA
- Computer Science 9X3-Cp 2021 SEA
- History 7MMO-HI 2021 SEA

My Links

- Edit My Links
- Arbor
- Aspire
- Late
- Oak Academy
- Ofsted
- Seneca

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



General Posts Files Resources - Year 9 +

Honeybourne Luke 10/22/2021, 7:26 AM Staying safe online | Childline

Staying safe online | Childline When you're online it's important to stay safe and make sure you don't share things that could put you in danger. www.childline.org.uk

January 7, 2022

Assignments 1/7, 7:29 AM

Terms 1 and 2 assessment Due Jan 7 View assignment

Microsoft Teams