



# Knowledge Organiser

## Year 9

## Lent 1



<b>Name</b>	
<b>Form</b>	



# How to use your Knowledge Organiser -

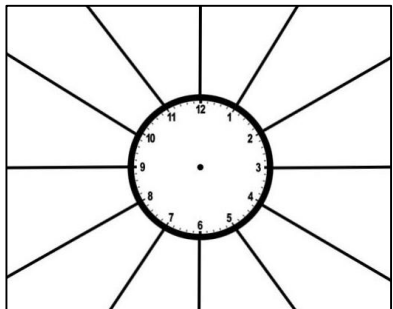
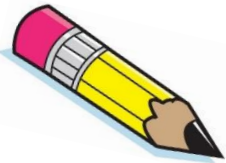


## How to use your knowledge organiser... Look, cover, write, check

- Read a line, or a few lines, from a section of your Knowledge Organiser
- Try to memorise what you have read
- Cover the section with your hand
- Try to write what you have memorized
- Remove your hand
- Check to see if what you have written is accurate
- Correct anything you got wrong

## How to complete... Diagrams

- Using your Knowledge Organiser for a particular topic in a subject, draw and label diagrams to help you remember content
- This could include copying drawings or diagrams that are on your Knowledge Organiser for example
- This could include creating a diagram to represent an idea or some key knowledge



## How to complete... Revision Clocks

- Revision clocks can be used alongside notes to provide summaries
- Allow 5 minutes to write as much as you can about a unit / topic from memory
- You can create headings based on key word / vocabulary lists; this helps retrieval practice

## How to complete... A-Z

- Write A, B, C, D etc. through to Z one per line in the margin of your lined paper
- Using your knowledge organiser for a particular topic in a subject and your knowledge of that topic, try to write a key word and a definition for that word beginning with A, B, C, D and so on, through to Z



## How to complete... Make a test

- Using your Knowledge Organiser, write some questions to test your knowledge
- Number the questions
- Once you have got to 10 questions, answer the questions on another piece of lined paper
- You can use the following question stems to help you create questions: Who? What? Why? How? When?



Strategy	Tick off the number of times you have used the strategy -
Look, cover, write, check	
A – Z	
Turn it into a diagram	
Make a test	
Complete a revision clock	



# Year 9 – Art Textiles – Lent 1

A		Formal Processes
1	<b>Dyeing</b>	Changing the colour of a fabric. You can experiment with tie-dyeing, where the fabric is twisted and bound using string. White areas are left where the fabric was bound.
2	<b>Batik</b>	Hot wax is applied to fabric, which is then dyed. The wax resists the dye, preventing it from reaching those areas.
3	<b>Appliqué</b>	Sewing a small piece of fabric onto a bigger piece of fabric. You could experiment with cutting out the same shape in different fabrics and arranging these into patterns. You could also experiment with using different coloured threads.
4	<b>Embroidery</b>	Using thread to stitch onto a piece of fabric to create a shape or design. You can do this by hand or by using a sewing machine
5	<b>Repeat pattern</b>	The repetition of lines, shapes, tones, colours, textures and forms.
6	<b>Free- hand embroidery</b>	A type of sewing that allows you to draw with your sewing machine through drawing different shapes and profiles.
7	<b>Seam Allowance</b>	The area between the fabric edge and the stitching line on two (or more) pieces of material being sewn together.
8	<b>Paper pattern</b>	paper or cardboard templates from which the parts of a garment are traced onto fabric before cutting out and assembling


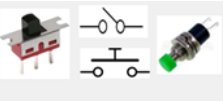




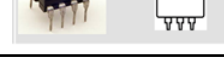
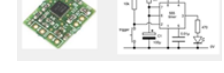
B		Materials
1	<b>Cotton</b>	a type of natural cloth created out of the cotton plant fibres. Coming in a wide range of weaves, it is the most versatile and popular
2	<b>Natural fabric</b>	Natural fibres come from plants or animals. They are easily renewable and biodegradable e.g. cotton, wool, silk
3	<b>Synthetic fabric</b>	Synthetic fibres are made mainly from non-renewable coal and oil refined into polymers and do not degrade easily e.g. polyester, nylon, elastane

C		Designers
1	<b>Holly Levell</b>	A Textile Artist specialising in the everyday through soft sculptures, softening the lines of a usually solid idea. The idea of shopping but from stitched textiles completely softening the solid idea and producing a soft and nostalgic object, and that's when <i>Supermarket Stitch</i> .



**Practice your stitching by stitching one of the key terms onto a piece of fabric.**

# Year 9 – Design and Technology – Lent 1

A		Electronic Components	
1	Battery		Stores energy in a chemical form. It is made up of cells, each 1.5v. All batteries are multiples of 1.5v.
2	Latch Switch & Push Switch		Latch switch turns on or off all power to circuit. Push switch allows power to be on only when switch is pushed.
3	Resistor		Slow down the flow of current in a circuit. They protect more sensitive components.
4	Variable Resistor		A resistor that can be manually increased or decreased.
5	Capacitor		Stores power for short amounts of time.
6	Light Emitting Diode (LED)		Allows current to flow in one direction and lights up without generating heat.
7	Integrated Circuit (I.C or Chip)		Made up of many circuits located in a very small area.
8	Printed Circuit Board		A pre-made circuit with copper tracks and locations for the components to be soldered in.

B		Scales of Production	
1	Bespoke	A single item design for either a specific task or made specifically for a client.	
2	Batch	Small to medium number of products. These could be made in different colours, style, ingredients etc.	
3	Mass	The same as batch but made in much larger numbers. Manufacturing using a production line.	
4	Continuous	No variety or changes in the design. The same thing made in very high numbers, day after day.	

C		Techniques	
1	Line Bending	Line bending is a process used to bend thermoplastics in a straight line. A thermoplastic sheet over a strip heater until it becomes soft and then bending it to any desired angle.	
2	Vacuum Forming	Vacuum forming is a where a sheet of thermoplastic is heated to a high temperature, stretched onto a mould, and forced against the mould by a vacuum.	
3	Injection Moulding	The plastic is melted in the injection moulding machine and then injected into the mould, where it cools and solidifies into the final part.	
4	Blow Moulding	The blow mouldings process is the same as Injection process but also has a tube-like piece of plastic with a hole in one end through which compressed air can pass.	
5	Rotational Moulding	Plastic pellets are put in a mould and spun and heat added. Plastic softens and forms a shape on the internal faces of the mould.	
6	Compression Moulding	A Thermosetting plastic material is placed directly into a heated metal mould then is softened by the heat and therefore forced to conform to the shape.	



# Year 9 – English – Lent 1

A		Key Terms
1	<b>Allegory</b>	A type of writing in which the settings, characters, and events stand for other, often larger ideas.
2	<b>Alliteration</b>	When the first letter of a word is repeated more than once.
3	<b>Allusion</b>	Making reference to people, places, events, literary work, myths, or works of art
4	<b>Ambiguity</b>	When something has an unclear meaning.
5	<b>Anaphora</b>	Repetition of the starting line of a poem.
6	<b>Anecdote</b>	A short story from personal experience.
7	<b>Assonance</b>	Repeating vowel sounds
8	<b>Connotation</b>	An idea or feeling which a word invokes for a person.
9	<b>Dialogue</b>	When a character speaks aloud.
10	<b>Didactic</b>	Intended to teach, instruct, or have a moral lesson for the reader.
11	<b>Double entendre</b>	When a word or phrase has two meanings, one of which is often rude
12	<b>Emotive Language</b>	Powerful describing words or adjectives.
13	<b>Evocative Verbs</b>	A doing word which sounds particularly active.
14	<b>Euphemism</b>	A polite way of saying something often taboo or controversial.
15	<b>Flashback/Flashforward</b>	When the narrator changes time, moving back to the past or forwards to the future.
16	<b>Half Rhyme</b>	When words sound similar, but are not a full rhyme.
17	<b>Hamartia</b>	The character flaw of a powerful hero that leads to his tragic downfall.
18	<b>Hyperbole</b>	Exaggeration for effect.
19	<b>Idiom</b>	commonly used phrases or metaphors.
20	<b>Imperative</b>	A command.
21	<b>Incongruent</b>	When something doesn't make sense at all.

22	<b>Irony</b>	Something contrary to what you might expect.
23	<b>Juxtaposition</b>	When two or more ideas are contrasted near each other.
24	<b>Metaphor</b>	Saying something is something else; a direct comparison, not meant literally.
25	<b>Onomatopoeia</b>	Words that sound like what they are.
26	<b>Oxymoron</b>	Two opposites together.
27	<b>Repetition</b>	The action of repeating something that has already been said or written.
28	<b>Rhetorical question</b>	A question not expected to be answered.
29	<b>Rhyme</b>	When words sound the same.
30	<b>Paradox</b>	A contradiction.
31	<b>Pathos</b>	When the reader feels particularly sad or emotional.
32	<b>Personification</b>	Applying human characteristics to objects or things.
33	<b>Pun</b>	A play on words.
34	<b>Semantic field</b>	When a group of words all link to one overall theme.
35	<b>Sensory Detail</b>	Sight, sound, taste, touch, smell.
36	<b>Sibilance</b>	A repeated 's' sound – either at the start, or in the middle of words.
37	<b>Simile</b>	Comparing something using like or as.
38	<b>Stanza</b>	The different parts of a poem with gaps in the middle.
39	<b>Syntactic Parallelism</b>	Repetition of a sentence structure.
40	<b>Zoomorphism</b>	Giving animals human characteristics.



**Complete a short piece of creative writing. How many of these techniques can you include?**



# Year 9 – Food and Nutrition – Lent 1

A	Key Terms	
1	<b>Contaminate</b>	Making a food unsafe to eat by allowing it to come into contact with microorganisms that will grow and multiply in it.
2	<b>Pathogenic</b>	Something that is capable of causing illness.
3	<b>Food poisoning</b>	An illness caused by micro-organisms contaminating food.
4	<b>High-risk foods</b>	Foods that contain a lot of moisture and nutrients, especially protein (e.g. milk, cream, eggs, meat, fish) and easily support the growth of pathogenic microorganisms, particularly bacteria. Also called perishable foods.
5	<b>Enzyme</b>	The name given to natural substances in living things that speed up chemical reactions.
6	<b>Catalyst</b>	A substance that speeds up the rate of a chemical reaction.
	<b>Raising Agent</b>	An ingredient or process that introduces a gas into a mixture so that it rises when cooked.
	<b>Food intolerance</b>	A long-term condition where after several hours or days, certain foods cause a person to feel unwell and have a range of symptoms, but it is usually not life threatening and does not involve the immune system.
	<b>Food allergy</b>	This happens to some people when their immune system has a very sensitive reaction to specific foods, which causes severe and potentially threatening symptoms that happen very quickly after the food is eaten.
	<b>Plasticity</b>	The ability of a fat to soften over a range of temperatures and be shaped and spread with light pressure.
	<b>Shortening</b>	The ability of fats to shorten length of gluten molecules in pastry.
	<b>Aeration</b>	The ability of some fats to trap lots of air bubbles when beaten together with sugar.
	<b>Emulsification</b>	Either keeping drops of oil or fat suspended in a liquid and preventing them from separating out; or keeping drops of water suspended in an oil or fat and preventing them from separating out.

D	Pathogens		
	Pathogen	Food Affected	Symptoms
1	<b>E- coli</b>	Raw meat (found in guts) untreated milk and water	Vomiting, blood in diarrhoea, kidney damage or failure.
2	<b>Listeria</b>	Soft cheeses, pate, unpasteurised milk, under cooked meat.	Mild flu, meningitis and pneumonia.
3	<b>Campylobacter</b>	Meat, shellfish, untreated water, washing raw poultry	Diarrhoea, headache, fever, abdominal pain.
4	<b>Salmonella</b>	Raw meat, eggs, seafood, dairy products	Diarrhoea, vomiting and fever.
5	<b>Norovirus</b>	Shellfish, raw vegetables, salads.	Nausea, vomiting, diarrhoea, abdominal pain, fever.
6	<b>Bacillus cereus</b>	Cooked rice, pasta, and cereal foods.	Nausea, vomiting, diarrhoea.



Complete a poster warning about possible hazards in the kitchen.



# Year 9 – French – Lent 1

A		Unité 1
1	I can talk about talent and ambitions:	Mon talent, c'est faire de la magie. Je veux être chanteur/chanteuse professionnel(le).
2	Use infinitives:	Quel est ton talent? Danser? Chanter?
3	Use the modal verb vouloir:	Je veux/On veut jouer de la guitare.

D		Unité 4
1	I can talk about the most and the least:	Il est le plus arrogant et le moins travailleur, mais il a la meilleure voix.
2	Form different structures using the infinitive:	Il est le plus beau.
3	Use three time frames:	Elles son les moins motives.

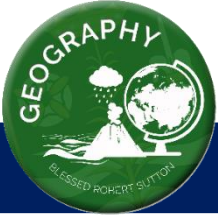
B		Unité 2
1	I can encourage and persuade someone:	(Je ne peux pas.) Mais si, tu peux! Tu dois avoir confiance en toi.
2	Use the modal verbs pouvoir and devoir:	Tu dois remplir la fiche. On peut répéter chez moi.
3	Pronounce the sound oi correctly:	Moi, toi, trois, fois, dois

E		Unité 5
1	I can talk about plans, dreams and wishes.	Un jour, je vais travailler en France. Je voudrais être médecin.
2	Form different structures using the infinitive:	J'aime gagner/je veux gagner/je peux gagner/ je dois gagner/ je vais gagner/je voudrais gagner.
3	Use three time frames:	J'ai beaucoup de talent et l'année dernière, j'ai un concert. La semaine prochaine, je vais participer à un concours de talents.

C		Unité 3
1	I can tell someone what to do.	Regarde la camera et souris!
2	Tell someone what not to do.	Ne fais pas ca!
3	Use the tu form imperative.	Éteins ton portable!



Create a conversation using as many of the phrases from the Knowledge Organiser.



# Year 9 – Geography – Advent 2

A	Key Words	
1	<b>Agribusiness</b>	the application of business skills to agriculture.
2	<b>Biomass</b>	renewable organic materials, such as wood, agricultural crops or wastes, especially when used as a source of fuel or energy. Biomass can be burned directly or processed into biofuels such as ethanol and methane.
4	<b>Carbon footprint</b>	a measurement of all the greenhouse gases we individually produce through burning fossil fuels for electricity or transport, expressed as tonnes (or kg) of carbon dioxide equivalent.
5	<b>Climate change</b>	a long-term change in the Earth's climate, especially a change due to an increase in the average atmospheric temperature.
6	<b>Dam and reservoir</b>	a barrier (made of earth, concrete or stone) built across a valley to interrupt river flow and create a man-made lake (reservoir) that stores water and controls the discharge of the river.
7	<b>Earthquake</b>	a sudden or violent movement within the Earth's crust followed by a series of shocks.
8	<b>Ecosystem</b>	a community of plants and animals that interact with one another and their physical environment.
9	<b>Energy mix</b>	the range of energy sources of a region or country, both renewable and non-renewable.
10	<b>Environmental impact</b>	the effect of an event on the landscape and ecology of the surrounding area.
12	<b>Food miles</b>	the distance covered supplying food to consumers.
13	<b>Fossil fuel</b>	a natural fuel such as coal or gas, formed in the geological past from the remains of living organisms.
14	<b>Geothermal energy</b>	energy generated by heat stored deep in the Earth.
15	<b>Local food sourcing</b>	a method of food production and distribution that is local, rather than national and/or international. Food is grown (or raised) and harvested close to consumers' homes, then distributed over much shorter distances.
16	<b>Nuclear power</b>	the energy released by a nuclear reaction, especially by fission or fusion. Nuclear energy uses fuel made from mined and processed uranium to make steam and generate electricity.
17	<b>Organic produce</b>	food that is produced using environmentally and animal-friendly farming methods on organic farms. Artificial fertilisers are banned and farmers develop fertile soil by rotating crops and using compost, manure and clover. Produce must be free of synthetic additives like pesticides and dyes.
18	<b>Pollution</b>	the presence of chemicals, noise, dirt or other substances that have harmful or poisonous effects on an environment.
19	<b>Renewable energy source</b>	a resource that is not diminished when it is used; it recurs and cannot be exhausted (e.g. wind and tidal energy).
20	<b>Solar energy</b>	the sun's energy exploited by solar panels, collectors or cells to heat water or air or to generate electricity.
21	<b>Water deficit</b>	where water demand is greater than supply.
22	<b>Water quality</b>	quality can be measured in terms of the chemical, physical and biological content of water. The most common standards used to assess water quality relate to health of ecosystems, safety of human contact and drinking water.
23	<b>Water stress</b>	occurs when the demand for water exceeds the available amount during a certain period or when poor quality restricts its use.
24	<b>Water surplus</b>	where water supply is greater than demand.
25	<b>Water transfer</b>	water transfer schemes attempt to make up for water shortages by constructing elaborate systems of canals, pipes and dredging over long distances to transport water from one river basin to another.
26	<b>Wind energy</b>	electrical energy obtained from harnessing the wind with windmills or wind turbines.



Design your own sustainable living space considering the issues you have studied in this topic.





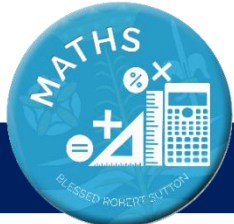
# Year 9 – History – Advent 2

A	Key Events	
1	<b>Nov. 1918</b>	Kaiser Wilhelm II abdicates. The Weimar Government is formed. Germany signs an armistice.
2	<b>1919</b>	Hitler joins the German Workers Party
3	<b>Jan. 1919</b>	Spartacist Uprising
3	<b>Jun. 1919</b>	Signing of the Treaty of Versailles
4	<b>Aug. 1919</b>	Weimar Constitution Finalised
5	<b>1920</b>	Hitler sets up the Nazi Party.
6	<b>Mar. 1920</b>	Kapp Putsch
7	<b>1921</b>	Hitler introduces the SA.
8	<b>1923</b>	French occupation of the Ruhr and hyperinflation. The Munich Putsch.
9	<b>1924</b>	Dawes Plan
10	<b>1925</b>	Mein Kampf Published.
11	<b>1926</b>	Germany joins the League of Nations
12	<b>1929</b>	Young Plan Death of Stresemann and Wall Street Crash
13	<b>1933</b>	Hitler becomes Chancellor
14	<b>Feb. 1933</b>	Reichstag Fire
15	<b>Mar. 1933</b>	Nazis win 288 seats. Enabling Act passed.
16	<b>Jul. 1933</b>	Nazis become the only legal party in Germany.
17	<b>Jun. 1934</b>	Night of the Long Knives
18	<b>Aug. 1934</b>	President Hindenberg dies. Hitler combines the post of Chancellor and President and becomes Fuhrer.

B	Key Words	
1	<b>Abdication</b>	When a monarch leaves the throne
2	<b>Anti-Semitism</b>	Hatred of the Jewish people
3	<b>Armistice</b>	An agreement to end war
4	<b>Article 48</b>	The President could use this to ignore the Reichstag and rule as he saw fit
5	<b>Aryan</b>	Pure German people
6	<b>Constitution</b>	This is an agreement about how the country would be ruled
7	<b>Dawes Plan</b>	An agreement where the USA would lend Germany money
8	<b>Ebert</b>	The first President of the Republic
9	<b>Freikorps</b>	Ex military soldiers who wanted to overthrow the Republic
10	<b>Fuhrerprinzip</b>	Belief that one person should run a Party
11	<b>Hindenburg</b>	The President of the Republic from 1925 to 1934
12	<b>Hyperinflation</b>	When money loses its value
13	<b>KPD</b>	German Communist Party
14	<b>Mein Kampf</b>	Hitler's autobiography
15	<b>Putsch</b>	An attempt to get power illegally
16	<b>Reichstag</b>	German parliament
17	<b> Rentenmark</b>	The currency of Germany after November 1923
18	<b>Republic</b>	A country without a King or a Queen
19	<b>SA or Sturmabteilung</b>	Private army of the Nazi Party
20	<b>SS or Schutzstaffel</b>	Hitler's bodyguards
21	<b>Stresemann</b>	The Chancellor of Germany from the Summer of 1923
22	<b>Swastika</b>	Emblem of the Nazi Party
23	<b>Weimar</b>	The new government could not meet in Berlin as it was so dangerous, so they met here instead
24	<b>Weimar Republic</b>	The name given to Germany after the Kaiser had abdicated in November 1918. This was a time of despair and hope for Germany. At first, the country faced lots of chaos but under Gustav Stresemann, there was some stability.
25	<b>Young Plan</b>	This lowered the reparations payment and gave Germany longer to pay



**Complete a flow chart illustrating how Hitler consolidated power.**



# Year 9 – Maths – Lent 1

A Numbers		
1	Integer	a whole number that is positive or negative
2	Rational	a number that can be made by dividing two integers
3	Irrational	a number that cannot be made by dividing two integers
4	Inverse operation	the operation that reverses the action
5	Quotient	the result of a division
6	Product	the result of a multiplication.
7	Multiples	found by multiplying any number by positive integers
8	Factor	integers that multiply together to get another number

C Maths and Money		
1	Credit	money being placed into a bank account
2	Debit	money that leaves a bank account
3	Balance	the amount of money in a bank account
	Expense	a cost/ outgoing.
4	Deposit	an initial payment (often a way of securing an item you will later pay for)
5	Multiplier	a number you are multiplying by. (Multiplier more than 1 = increasing, less than 1 = decreasing)
6	PerAnnum	each year
7	Currency	the type of money a country uses.
8	Unitary	one –the cost of one.

B Using Percentages		
1	Percent	parts per 100 –written using the % symbol.
2	Decimal	a number in our base 10 number system. Numbers to the right of the decimal place are called decimals.
3	Fraction	a fraction represents how many parts of a whole value you have.
4	Equivalent	of equal value.
5	Reduce	to make smaller in value.
6	Growth	to increase/ to grow.
7	Integer	whole number, can be positive, negative or zero.
8	Invest	use money with the goal of it increasing in value over time (usually in a bank).
	Multiplier	the number you are multiplying by.
	Profit	the income take away any expenses/ costs.

⋮  
⋮



**Calculate which key term would score the most in Scrabble.**



# Year 9 – PE – Lent 1

A	Key Words	
1	<b>Balance</b>	Stability through an even distribution of weight.
2	<b>Competence</b>	To do something successfully or efficiently.
3	<b>Concentration</b>	Exclusive attention for a period of time.
4	<b>Confidence</b>	A belief in your ability to complete a physical skill or task given.
5	<b>Control</b>	To exercise restraint or direction over; dominate; command.
6	<b>Coordination</b>	Smoothly and successfully performing more than one motor task at the same time e.g. ball, hand and eye coordination.
7	<b>Core stability</b>	The major muscles of the core are those in your stomach and back. 'Core stability' is the ability to support the spine and keep the body stable and balanced. It is essential for 'quality' performance and also for completing manual tasks safely and effectively in everyday life.
8	<b>Cue recognition</b>	Recognising and responding to relevant information whilst filtering out unwanted information.
9	<b>Decision making</b>	Observations inform judgements that lead to the selection of a course of action among alternatives; every decision-making process produces a final choice, even if the choice involves no action.
10	<b>Dodging</b>	To make a sudden movement in a new direction.
11	<b>Eye-foot coordination</b>	eyes and feet working together to perform a task
12	<b>Eye-hand coordination</b>	eyes and hands working together to perform a task
13	<b>Feinting</b>	A movement that is made in order to deceive an opponent.
14	<b>Fine Motor Skills</b>	small physical actions e.g. manipulating the hands or the fingers.
15	<b>Flexibility</b>	The range of movement through which a joint or sequence of joints can move.
16	<b>Fluency</b>	Movement that is smooth, graceful and effortless.
17	<b>Focus</b>	To direct one's attentions or efforts.
18	<b>Force</b>	Strength or energy used in a physical movement. Impulsive responses To act without considering the consequences.

19	<b>Gross Motor Skills</b>	Large physical actions.
20	<b>Kinaesthetic Awareness</b>	A sensation by which bodily position, weight, muscle tension and movement are perceived by an individual.
21	<b>Leadership</b>	Guiding a team/group or individual
22	<b>Manipulate object</b>	Handling/controlling a piece of equipment or apparatus.
23	<b>Moderate physical activity</b>	physical activity (exercise) that generally requires sustained rhythmical movements. A person should feel some exertion but should be able to carry on a conversation comfortably during the activity.
24	<b>Performance</b>	An expression of something, including the everyday performance executed in class, or where appropriate, elite performance. To execute a movement or movement sequence.
25	<b>Prioritising</b>	Dealing with the components of a task according to their importance.
26	<b>Propel an object</b>	Pushing an object away from the body e.g. throw a ball, kick a ball, strike a badminton shuttle with a racquet.
27	<b>Resilience</b>	A capacity to deal constructively with change or challenge, allowing a person to maintain or re-establish their social and emotional well-being in the face of difficult elements. It involves thoughts, feelings and actions.
28	<b>Strength</b>	The ability of a muscle or muscle group to overcome a resistance.
29	<b>Vigorous physical activity</b>	physical activity (exercise) that is intense enough to result in a significant increase in heart and respiration rate.



**Reflect on your last PE lesson.  
Write down how you used any  
of the skills listed.**



# Year 9 – Performing Arts - Drama – Lent 1

A	New keywords	
1	Musical Features	Singing, acting, dancing
2	Character song	A song that allows us to understand a characters emotions and feelings
3	Action song	A song that moves the story forward or recaps
4	Jukebox musical	Musical that contains songs that already exists
5	Sung through musical	A musical which has all singing and no spoken dialogue
6	Musical film	A film that is a musical
7	Rock opera	A sung through musical with a rock style

B	Key Words	
1	Freeze frame	A frozen image to show the audience part of a story
2	Body Language	Showing emotions with your body language
3	Facial expressions	Showing emotions with our face
4	Monologue	A character speak in the first person, by themselves
5	Levels	In drama we can use levels to show who has the power in the relationship
6	Thought Tracking	Where a character tells the audience how they feel
7	Script	The lines said by a character
8	Physical Theatre	Using movement to tell a story
9	Hot seating	To answer questions in character to get a better understanding of who your character is
10	Characterisation	All the features that make up a character



# Year 9 – Performing Arts -Music – Lent 1

A New Keywords		
1	Rhyme	Words with an ending that sounds the same
2	Lyrics	Words for a song or rap
3	Beat	Constant pulse heard through a song or rap
4	Rhythm	The note value patterns that follow the beat
5	Structure	How music is put together
6	Bass line	Lower pitch part that often follows the beat.
7	Slang	Shortened or abbreviated words
8	Single time	Lyrics follow the beat, a syllable per beat
9	Double time	Lyrics are performed at twice the rate of the beat

B Creating a rap performance		
1	Lyrics	Rhyming words, use of slang, theme runs through the lyrics, verse/chorus structure
2	Bass line	Broken chords, pedal notes, walk bass style
3	Chords	3 chord repeating pattern

C Ongoing Key Words		
1	Tempo:	How fast or slow the music is
2	Dynamics:	How loud or quiet the music is
3	Texture:	How many instruments are playing (Lots=thick, a few=thin)
4	Pitch:	How high or low the music/sound is
5	Timbre:	The sound the instrument makes
6	Melody:	The main tune
7	Harmony:	A secondary tune that is not the melody
8	Duration:	How long or short the notes are or the music is
9	Major:	Happy sounding music
10	Minor:	Creepy sounding music
11	Conductor	Leads the orchestra
12	Composer:	Someone who writes a piece of music
13	Theme Tune	Music for a film that reflects the style and genre of it
14	Leit Motif	A piece of music for a specific character
15	Underscore	Background of a scene that sets the atmosphere
16	Diegetic	Music within the context of the story – characters can hear this music
17	Non-diegetic	Any sound that does not specifically exist within the world of the film



# Year 9 – RE – Lent 1

A	Key Words	
1	<b>Cyber bully</b>	a person of any age who harasses others online.
2	<b>Dignity</b>	humans are worthy of respect
3	<b>Domestic abuse</b>	unwanted harassment, physical contact or constant shouting at a partner or family member to make them feel bad.
4	<b>Coercion</b>	The action or practice of persuading someone to do something by using force or threats.
5	<b>Controlling relationship</b>	A relationship with someone who controls your actions, in a variety of ways, for their own benefit.
6	<b>Forced marriage</b>	A marriage in which one or more parties is without consent
7	<b>Marriage</b>	The legal union of a man and a woman.
8	<b>Divorce</b>	The legal termination of a marriage.
9	<b>Civil Partnership</b>	A legal ceremony giving homosexual couples the same legal rights as a husband and wife.
10	<b>Cohabitation</b>	Living together without being married.
11	<b>Homosexuality</b>	Sexual attraction to people of the same sex.
12	<b>Nuclear Family</b>	Mother, Father and children living as a unit.
13	<b>Re-constituted Family</b>	Where two sets of children (stepbrothers and stepsisters) become one family when their divorced parents marry each other.

B	Scripture	
1	<b>(Corinthians 6:19)</b>	'Do you not know that your body is a temple of the Holy Spirit?'
2	<b>(Exodus 20:14)</b>	'You shall not commit adultery'
3	<b>(Genesis)</b>	<i>So God created man in his own image, in the image of God he created him; male and female he created them. God blessed them and said to them, "Be fruitful and increase in number" The sexual act must take place exclusively within marriage.</i>
4	<b>(Catechism)</b>	Outside marriage it always constitutes a grave sin.'
5	<b>(Colossians 3:18-21)</b>	'Children, obey your parents in everything, for this pleases the Lord. Fathers, do not embitter your children, or they will become discouraged.'



Complete research on different beliefs about divorce.



# Year 9 – Science – Lent 1

A		Key Words
1	<b>Conduction</b>	When a solid is heated, the particles vibrate and collide more, and the energy is transferred.
2	<b>Insulation</b>	Reduces the amount of heat lost.
3	<b>Efficiency</b>	When energy is transferred, some energy is wasted. The less energy that is wasted during the transfer, the more efficient the transfer.
4	<b>Convection</b>	When a liquid or a gas is heated, the particles move faster. This means the liquid or gas becomes less dense. The denser region will rise above the cooler region. This is a convection current.

B		Energy Resources	
1	<b>Energy Resource</b>	<b>Advantages</b>	<b>Disadvantages</b>
	solar – using sunlight	Renewable, no pollution, in sunny countries it is very reliable.	Lots of energy needed to build, only works during the day, cannot increase power if needed.
	geothermal – using the energy of hot rocks	Renewable and reliable as the rocks are always hot. Power stations have a small impact on environment.	May release some greenhouse gases and only found in specific places.
	wind – using turbines	Renewable, no pollution, no lasting damage to the environment, minimal running cost.	Not as reliable, do not work when there is no wind, cannot increase supply if needed.
	hydroelectric – uses a dam	Renewable, no pollution, can increase supply if needed.	A big impact on the environment. Animals and plants may lose their habitats.
	wave power – wave powered turbines	Renewable, no pollution.	Disturbs the seabed and habitats of animals. Unreliable.
	tidal barrages – big dams across rivers	Renewable, very reliable, no pollution.	Changes the habitats of wildlife, fish can be killed in the turbines.
	biofuels	Renewable, reliable, carbon neutral.	High costs, growing biofuels may cause a problem with regards to space, clearance of natural forests.
	non-renewable – fossil fuels	Reliable, enough to meet current demand, can produce more energy when there is more demand.	Running out, release CO <sub>2</sub> , leading to global warming, and also release SO <sub>2</sub> which causes acid rain.



Write a review for a Cell Game.

<https://biomanbio.com/HTML5GamesandLabs/Cellgames/Cells.html>