



Knowledge Organiser

Year 9

Lent 2



Name	
Form	



How to use your Knowledge Organiser -

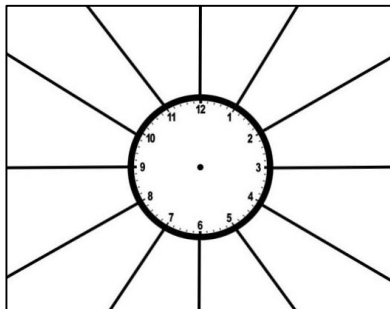
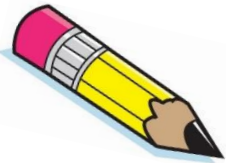


How to use your knowledge organiser... Look, cover, write, check

- 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 2

A		Formal Processes
1	Dyeing	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	Batik	Hot wax is applied to fabric, which is then dyed. The wax resists the dye, preventing it from reaching those areas.
3	Appliqué	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	Embroidery	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	Repeat pattern	The repetition of lines, shapes, tones, colours, textures and forms.
6	Free- hand embroidery	A type of sewing that allows you to draw with your sewing machine through drawing different shapes and profiles.
7	Seam Allowance	The area between the fabric edge and the stitching line on two (or more) pieces of material being sewn together.
8	Paper pattern	paper or cardboard templates from which the parts of a garment are traced onto fabric before cutting out and assembling








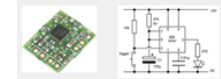
B		Materials
1	Cotton	a type of natural cloth created out of the cotton plant fibres. Coming in a wide range of weaves, it is the most versatile and popular
2	Natural fabric	Natural fibres come from plants or animals. They are easily renewable and biodegradable e.g. cotton, wool, silk
3	Synthetic fabric	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	Holly Levell	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 2

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.	



- A. Design a circuit board for a product.
- B. Complete a fact file on a production company.
- C. Complete a collage on one of the techniques.



Year 9 – English – Lent 2

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

22	Irony	Something contrary to what you might expect.
23	Juxtaposition	When two or more ideas are contrasted near each other.
24	Metaphor	Saying something is something else; a direct comparison, not meant literally.
25	Onomatopoeia	Words that sound like what they are.
26	Oxymoron	Two opposites together.
27	Repetition	The action of repeating something that has already been said or written.
28	Rhetorical question	A question not expected to be answered.
29	Rhyme	When words sound the same.
30	Paradox	A contradiction.
31	Pathos	When the reader feels particularly sad or emotional.
32	Personification	Applying human characteristics to objects or things.
33	Pun	A play on words.
34	Semantic field	When a group of words all link to one overall theme.
35	Sensory Detail	Sight, sound, taste, touch, smell.
36	Sibilance	A repeated 's' sound – either at the start, or in the middle of words.
37	Simile	Comparing something using like or as.
38	Stanza	The different parts of a poem with gaps in the middle.
39	Syntactic Parallelism	Repetition of a sentence structure.
40	Zoomorphism	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 2

A	Key Terms	
1	Contaminate	Making a food unsafe to eat by allowing it to come into contact with microorganisms that will grow and multiply in it.
2	Pathogenic	Something that is capable of causing illness.
3	Food poisoning	An illness caused by micro-organisms contaminating food.
4	High-risk foods	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	Enzyme	The name given to natural substances in living things that speed up chemical reactions.
6	Catalyst	A substance that speeds up the rate of a chemical reaction.
	Raising Agent	An ingredient or process that introduces a gas into a mixture so that it rises when cooked.
	Food intolerance	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.
	Food allergy	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.
	Plasticity	The ability of a fat to soften over a range of temperatures and be shaped and spread with light pressure.
	Shortening	The ability of fats to shorten length of gluten molecules in pastry.
	Aeration	The ability of some fats to trap lots of air bubbles when beaten together with sugar.
	Emulsification	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	E- coli	Raw meat (found in guts) untreated milk and water	Vomiting, blood in diarrhoea, kidney damage or failure.
2	Listeria	Soft cheeses, pate, unpasteurised milk, under cooked meat.	Mild flu, meningitis and pneumonia.
3	Campylobacter	Meat, shellfish, untreated water, washing raw poultry	Diarrhoea, headache, fever, abdominal pain.
4	Salmonella	Raw meat, eggs, seafood, dairy products	Diarrhoea, vomiting and fever.
5	Norovirus	Shellfish, raw vegetables, salads.	Nausea, vomiting, diarrhoea, abdominal pain, fever.
6	Bacillus cereus	Cooked rice, pasta, and cereal foods.	Nausea, vomiting, diarrhoea.



Complete a poster warning about possible hazards in the kitchen.



Year 9 – French – Lent 2

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.

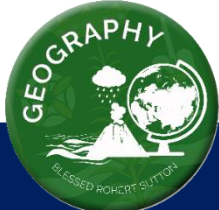
B		Unité 2
1	I can encourage and persuade someone:	(Je ne peux pas.) Mais si, tu peux! Tu dois avoir confiance en toi.
2	Use the modal verbs pouvoir and devoir:	Tu dois remplir la fiche. On peut répéter chez moi.
3	Pronounce the sound oi correctly:	Moi, toi, trois, fois, dois

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 – Lent 2

A	Key Words	
1	Abiotic components	Non-living environmental factors that have influence over the ecosystem (e.g. climate, light exposure, soil type).
2	Biome	Also known as a global-scale ecosystem; a large, distinct region of the Earth with similar climate, soil, plants and animals.
4	Biotic components	Living organisms that interact with the environment and other organisms within an ecosystem.
5	Coniferous forest biome	A biome located at high latitudes, characterised by conifer trees and a cold climate.
6	Consumers	Organisms that receive energy from consuming (i.e. eating) living organisms.
7	Decomposers	Organisms that break down organic material and release the nutrients back into the ecosystem.
8	Desert biome	A biome located around 30° north and south of the equator, characterised by extremely low precipitation levels and extreme daily temperature fluctuations.
9	Ecosystem	A natural system in which a community of plants and animals interact with each other and their physical environment.
10	Eutrophication	The growth of algae in a body of water due to excess nutrients, leading to the depletion of oxygen in an aquatic ecosystem.
12	Food chain	A linear relationship showing the biotic interactions within an ecosystem, from a producer to a final consumer.
13	Food web	A representation of the interactions between multiple producers and consumers within a specific ecosystem, shown through a series of different food webs.
14	Mediterranean biome	A biome located 40-45° north of the equator (and in isolated spots south of the equator), characterised by mild, moist winters and hot, dry summers.
15	Nutrient cycling	The transfer of nutrients through an ecosystem, from the decay of organic material into the production and energy of living organisms.
16	Producers	Organisms that convert energy from the environment (mainly sunlight) into sugars (glucose).
17	Savanna biome	A biome located around 15-30° north and south of the equator, characterised by high temperatures, very dry summers and very wet winters.
18	Temperate deciduous forest biome	A biome located around 40-50° north and south of the equator, characterised by deciduous trees (trees that shed their leaves) and moderate precipitation.
19	Temperate grassland biome	A biome located in non-coastal areas around 30-40° north and south of the equator, characterised by low precipitation and grasses as the major vegetation.
20	Tropical rainforest biome	A biome located near the equator, characterised by very high precipitation and sustained warm temperatures.
21	Tundra biome	A biome located in the far northern hemisphere, characterised by very cold conditions and permanently frozen soils.



Complete a dual coding map of the characteristics of different biomes.



Year 9 – History – Lent 2

A	Key Events	
1	1933	Hitler becomes Chancellor of Germany (Fuhrer in 1934) with unlimited control over the country
2	1933	The Nazis boycott Jewish businesses. Members of the Nazi SA and SS stand in front of Jewish businesses and encourage people not to shop there. The word 'Jude' (Jew) is painted on the windows of Jewish shops.
3	1933	Jewish children are no longer allowed to play with German children
3	1935	The Nuremberg Laws. Laws are passed which take away Jewish rights: Jews are no longer German citizens, they cannot vote and Jews cannot marry non-Jews.
4	1936	Jews had to hand over all their radios and bicycles
5	1936	Jews banned from all professional jobs (lawyers, doctors, teachers)
6	1938	Kristallnacht (the night of broken glass). A night of extreme violence towards Jews where 100 Jews are murdered, 10,000 are sent to concentration camps and Jewish homes and synagogues are burnt down.
7	1938	Jews are banned from schools, cinemas and public places
8	1939	Jews are forced to close down and sell their businesses. They can also be evicted (kicked out) of their homes at any time.
9	1939	The Second World War starts
10	1940	Nazi Germany invades multiple countries in Europe. The Warsaw Ghetto is established and Jewish Poles were relocated to live there.
11	1941	The 'Final Solution' is agreed. The murder of Jews across Nazi-occupied Europe escalates and killing squads murder many Jewish communities.
12	1942	More Jews were murdered in 1942 than in any other year of the Holocaust. Extermination camps are established to murder hundreds of thousands of Jews within months.
13	1944	Soviet forces liberate the first major concentration camp, Majdanek.
14	1945	The Allies defeat Nazi Germany and liberate camps across Europe. The full scale of the Holocaust is revealed. Hitler, Himmler and Goebbels kill themselves but many Nazi leaders are captured and put on trial.
15	1946	18 Nazi officials are found guilty at the Nuremberg international military tribunal.

B	Key Words	
1	Anti-Semitism	Hostility or discrimination against Jews as a religious group or race.
2	Nazi Race Theory	The Nazis believed that Germans were the superior race of people. Hitler called them Aryans and believed they would rule the world. The Nazis called Jews 'subhuman'. They believed they were closer to animals than humans. They believed that they had mixed with German blood and made the country weaker so to keep Germany pure, Jews must be removed from Germany. The same was thought of those with disabilities, homosexual and Roma gypsies who were also seen as 'inferior'
3	Aryan	The Superior Nazi race of people. They had blond hair, blue eyes and were athletic and tall
4	Boycott	To refuse to do business/shop at certain places
5	Concentration camps	Prison camps set up by the Nazis from 1933. The Nazis put political enemies, criminals, homosexuals, gypsies and Jews inside them. They eventually became death camps.
6	Sterilisation	A medical procedure to stop people from being able to reproduce and have children
7	SA	Nazi Stormtroopers – The Nazi Party's political military force who enforced their laws on the streets
8	Untermensch	A Nazi term to describe Jews, it means someone who is racially inferior to the Nazis
9	Gestapo	The Nazi secret police
10	Synagogue	The Jewish place of worship
11	Euthanasia	The killing of those with incurable or painful diseases/disabilities. Used by the Nazis to murder disabled people.
12	Swastika	The Nazi symbol
13	Roma	The Roma people, widely known as gypsies



Complete a flow chart illustrating how Hitler consolidated power.



Year 9 – Maths – Lent 2

A Deduction		
1	Parallel	two straight lines that never meet with the same gradient.
2	Perpendicular	two straight lines that meet at 90°
3	Transversal	a line that crosses at least two other lines.
4	Sum	the result of adding two or more numbers.
5	Conjecture	a statement that might be true but is not proven.
6	Equation	a statement that says two things are equal
7	Polygon	a 2D shape made from straight edges.
8	Counterexample	an example that disproves a statement

B Rotation		
1	Rotate	a rotation is a circular movement.
2	Symmetry	when two or more parts are identical after a transformation.
3	Regular	a regular shape has angles and sides of equal lengths.
4	Invariant	a point that does not move after a transformation.
5	Vertex	a point two edges meet. Horizontal: from side to side
6	Vertical	from up to down

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C Pythagoras' Theorem		
1	Square number	the output of a number multiplied by itself
2	Square root	a value that can be multiplied by itself to give a square number
3	Hypotenuse	the largest side on a right angled triangle. Always opposite the right angle.
4	Opposite	the side opposite the angle of interest
5	Adjacent	the side next to the angle of interest

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	A ₁	B ₃	C ₃	D ₂	
E ₁	F ₄	G ₂	H ₄	I ₁	J ₈
K ₅	L ₁	M ₃	N ₁	O ₁	P ₃
Q ₁₀	R ₁	S ₁	T ₁	U ₁	V ₄
	W ₄	X ₈	Y ₄	Z ₁₀	

Calculate which key term would score the most in Scrabble.



Year 9 – PE – Lent 2

A	Key Words	
1	Balance	Stability through an even distribution of weight.
2	Competence	To do something successfully or efficiently.
3	Concentration	Exclusive attention for a period of time.
4	Confidence	A belief in your ability to complete a physical skill or task given.
5	Control	To exercise restraint or direction over; dominate; command.
6	Coordination	Smoothly and successfully performing more than one motor task at the same time e.g. ball, hand and eye coordination.
7	Core stability	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	Cue recognition	Recognising and responding to relevant information whilst filtering out unwanted information.
9	Decision making	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	Dodging	To make a sudden movement in a new direction.
11	Eye-foot coordination	eyes and feet working together to perform a task
12	Eye-hand coordination	eyes and hands working together to perform a task
13	Feinting	A movement that is made in order to deceive an opponent.
14	Fine Motor Skills	small physical actions e.g. manipulating the hands or the fingers.
15	Flexibility	The range of movement through which a joint or sequence of joints can move.
16	Fluency	Movement that is smooth, graceful and effortless.
17	Focus	To direct one's attentions or efforts.
18	Force	Strength or energy used in a physical movement. Impulsive responses To act without considering the consequences.

19	Gross Motor Skills	Large physical actions.
20	Kinaesthetic Awareness	A sensation by which bodily position, weight, muscle tension and movement are perceived by an individual.
21	Leadership	Guiding a team/group or individual
22	Manipulate object	Handling/controlling a piece of equipment or apparatus.
23	Moderate physical activity	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	Performance	An expression of something, including the everyday performance executed in class, or where appropriate, elite performance. To execute a movement or movement sequence.
25	Prioritising	Dealing with the components of a task according to their importance.
26	Propel an object	Pushing an object away from the body e.g. throw a ball, kick a ball, strike a badminton shuttle with a racquet.
27	Resilience	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	Strength	The ability of a muscle or muscle group to overcome a resistance.
29	Vigorous physical activity	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 2

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 2

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 2

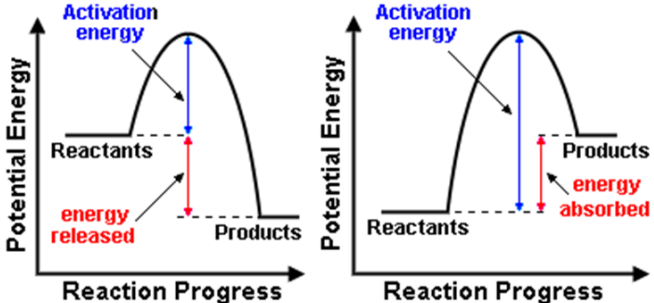
A	Key Words	
1	Prayer	A way of communicating with God, allowing individuals to focus and reflect. Prayer is a way of deepening our relationship with God.
2	Worship	The feeling or expression of reverence and adoration for a deity.
3	Eucharist	Literally means “thanksgiving”. Also the name for the real presence of Jesus in the Sacrament of Holy Communion.
4	Transubstantiation	The change of the bread and wine into the substance of the Body and Blood of Christ.
5	Redemption	The action of saving or being saved from sin, error, or evil.
6	Atonement	The action of making amends for a wrong or injury.
7	Pilgrimage	A journey to a holy place, either alone or with others.
8	Awe	a feeling of respect, insight into meaning greater than oneself.

B	Types of Worship	
1	Liturgical	A church service that follows a set structure or ritual.
2	Non-Liturgical	A service that does not follow a set text or structure.
3	Private Worship	When a believer praises or honours God on his or her own.
4	Informal Worship	A type of non-liturgical worship, sometimes spontaneous or charismatic in nature.
5	Charismatic Worship	An informal worship that is guided by the Holy Spirit.



Complete dual coding map of different types of worship.

Year 9 – Science – Lent 2

A	Energy Changes
1	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Exothermic Reaction. Energy is transferred from particles to the surroundings. Temperature increases. Examples: Combustion, many oxidation reactions, neutralisation. Every day uses: self-heating cans and hand warmers.</p> <p>Endothermic reaction. Energy is transferred from the surroundings to the particles. Temperature decreases. Example: Thermal decomposition and the reaction between citric acid and sodium hydrogencarbonate. Every day uses: sports injury packs.</p> <p>Activation energy: minimum amount of energy required for the reaction to start.</p> </div> <div style="width: 45%;">  <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Exothermic reaction</p> <p>Exothermic energy profile: Reactants are higher in energy than the products. Energy is released to the surroundings.</p> </div> <div style="text-align: center;"> <p>Endothermic reaction</p> <p>Endothermic energy profile: Reactants are lower in energy than the products. Energy is absorbed by the surroundings.</p> </div> </div> </div> </div>

Write instructions for a practical on exothermic and endothermic reactions.