



# Knowledge Organiser

## Year 9

## Pentecost 1



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



# How to use your Knowledge Organiser -

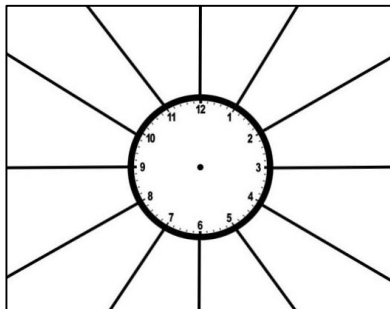
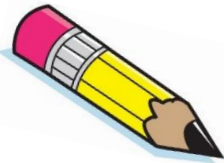


## How to use your knowledge organiser... Look, cover, write, check

- 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 – Pentecost 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 – Pentecost 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	Intergraded 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 – Pentecost 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 – Pentecost 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 – Pentecost 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.

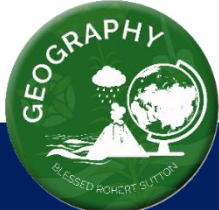
B		Unité 2
1	I can encourage and persuade someone:	(Je ne peux pas.) Mais si, tu peux! Tu dois avoir confiance en toi.
2	Use the modal verbs pouvoir and devoir:	Tu dois remplir la fiche. On peut répéter chez moi.
3	Pronounce the sound oi correctly:	Moi, toi, trois, fois, dois

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 – Pentecost 1

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 – Pentecost 1

A			Key Events
1	1939	September	–Hitler invades Poland, beginning the Second World War.
2	1940	June – Fall of France to Germany and evacuation from Dunkirk.	
3	1941	June – Launch of Operation Barbarossa. Hitler's invasion of the USSR.	
3	1941	December – Japan attacks Pearl Harbour; USA enters WW2.	
5	1942	November – British victory at El Alamein gives the Allies the upper hand in North Africa.	
6	1943	February – Battle of Stalingrad ends in Soviet victory.	
7	1944	June – Allied reconquest of Europe begins with D-Day.	
8	1945	May – Germany surrenders to the Allies.	
9	1945	August – USA drops atomic bombs on Hiroshima and Nagasaki.	
10	1945	September – Japan surrenders to the allies.	

B		Key Words
1	Bletchley Park	The British Code-Breaking Centre
2	Blitzkrieg	'Lightning War'; German term for warfare using fast-moving, mechanised units supported by fighter planes.
3	Carpet Bombing	Also called area bombing, the strategy of bombing a large civilian area instead of specific military targets.
4	D-Day	Allied invasion of Nazi occupied France.
5	Dunkirk	French port from which Allied troops were evacuated to Britain after the fall of France.
6	Einsatzgruppen	SS Death squads.
7	Enigma	German coding machine used to encrypt military communications.
8	Kamikaze	Japanese term meaning 'divine wind'; used to describe Japanese aircraft pilots who carried out suicide missions on US ships.
9	Manhattan Project	US research project that developed the first nuclear bomb.
10	Operation Barbarossa	Hitler's invasion of the USSR in 1941.
11	Operation Overlord	Code name for the Allies Invasion of Normandy in June 1944/
12	Pearl Harbour	United States naval base in Hawaii, headquarters of the Pacific Fleet
13	Pre-emptive Strike	An attack carried out against an enemy before war has begun, in order to remove a possible future threat.
14	Battle of Stalingrad	Massive battles in the USSR (1942-43) that forced the Germans to begin retreating.
15	Vichy France	Area of France under the pro-Nazi government that collaborated with Hitler.



Complete a flow chart illustrating how Hitler consolidated power.



# Year 9 – Maths – Pentecost 1

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

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

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

⋮⋮⋮



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

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



# Year 9 – PE – Pentecost 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 – Pentecost 1

A		New keywords
1	Theatre in education	Performances that aim to entertain a selected audience – often linked to school age audiences
2	Forum Theatre	Forum Theatre gives audiences different options for the ending, getting them to pick the morally right option.
3	Narrative	The narrative is how we tell the story

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
11	Musical Features	Singing, acting, dancing
12	Character song	A song that allows us to understand a characters emotions and feelings
13	Action song	A song that moves the story forward or recaps





# Year 9 – Performing Arts -Music – Pentecost 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 – Pentecost 1

A	Key Concepts	
1	<b>Synagogue</b>	house of assembly; building for Jewish public prayer, study and assembly
2	<b>Shekinah</b>	the place where God's presence rests and can be felt
3	<b>Shabbat</b>	day of spiritual renewal and rest. Beginning at sunset on Friday and closing at nightfall on Saturday
4	<b>Kosher</b>	('fit' or 'proper') Foods that are permitted to be eaten according to Leviticus Chapter 11. It is also used to refer to the purity of ritual objects such as Torah scrolls
5	<b>Torah</b>	the five books of Moses (Genesis, Exodus, Leviticus, Numbers and Deuteronomy). Regarded as the holiest books of the Tenakh
6	<b>Mitzvoth</b>	the term has a mix of meanings. It is often used to refer to duties (such as the 613 in the Torah) and good deeds
7	<b>Messiah</b>	the anointed one who Jews believe will bring in a new era or age for humankind. This will include rebuilding the Temple and bringing in an age of universal peace
8	<b>Covenant</b>	a promise or agreement between two parties. Covenants were made between God with Noah, Abraham and Moses

B	Key Terms	
1	<b>Reverence</b>	deep respect and awe
2	<b>Shema</b>	a prayer declaring a belief in one God. It is found in the Torah
3	<b>Justice</b>	what is fair or right. When everyone has equal rights and opportunities
4	<b>King David</b>	a successful king of the Israelites. Believed by many to have written the Psalms
5	<b>Tenakh</b>	the Jewish Bible. The word 'Tenakh' is made up of the first Hebrew letters of the Torah
6	<b>Midrash</b>	collections of various Rabbinic commentaries on the Tenakh.
7	<b>Oral Torah</b>	the whole community that discusses the written Torah.
8	<b>Tallit</b>	four-cornered garment with fringes
9	<b>Hillel</b>	a great rabbi and teacher who live in the 1 <sup>st</sup> century.
10	<b>Haftarah</b>	a passage from one of the books of the Nevi'im (prophets) which is read after the Torah reading.
11	<b>Kiddush</b>	a prayer sanctifying Shabbat and many holy days, usually said over wine.
12	<b>Cantor</b>	leader of reading and singing in the services of some synagogues.
13	<b>Leavened</b>	made light by aerating, as with yeast or baking powder.



Complete a revision clock on the Judaism key concepts.



## Year 9 – Science – Pentecost 1

A	Key Words	
1	Aerobic respiration	A form of respiration that uses oxygen to release energy from molecules like glucose - represented by the following word equation: $\text{Glucose} + \text{Oxygen} \longrightarrow \text{Carbon dioxide} + \text{Water}$
2	Anaerobic respiration	A form of respiration that releases energy from molecules like glucose without using oxygen - represented by the following word equation: $\text{Glucose} \longrightarrow \text{Lactic acid}$
3	Cellular respiration	An exothermic reaction which is continuously occurring in living cells. Inverse proportion: A relationship between two values where as one value increases, the other value decreases at the same rate.
4	Inverse square law	As the distance from a light source increases, the light intensity is inversely proportional to the distance squared - given by the following equation: $\text{Light intensity} \propto \frac{1}{(\text{Distance from the light source})^2}$
5	Limiting factor	A factor that limits the rate of a reaction when there is not enough of it.
6	Metabolism	The sum of all the reactions in a cell or the body.
7	Oxygen debt	The amount of extra oxygen the body needs after exercise to react with the accumulated lactic acid and remove it from the cells.
8	Photosynthesis	An endothermic reaction in which energy is transferred from the environment to the chloroplasts by light.



Write instructions for a practical on exothermic and endothermic reactions.