Buckler's Mead Academy

Knowledge Organiser

Year 9

Term 3—Spring 2023

Learning Cycle 2

"In a time of turbulence and change, it is more true than ever that knowledge is power"

John F Kennedy

Inspiring Education for All

Name:

Tutor:

Ready, Responsible, Respect

Learning Cycle 2

Your Knowledge Organiser

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Ambition

Success

Enjoyment

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Opportunity

Community

Learning Cycle 2

How to Use Your Knowledge Organiser

Self –Quizzing

Your Knowledge Organiser contains all of the key information you need to know for each subject area.

Your Knowledge Organiser will allow you to revise this key information and make sure it is stored in your long-term memory

The best way to use this resource is by self-quizzing.

“look, cover, write and check”

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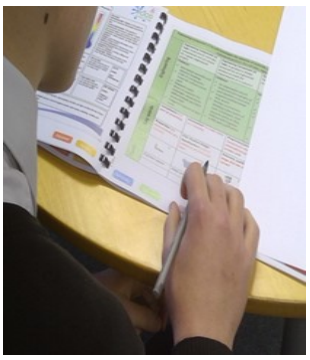
Learning Cycle 2

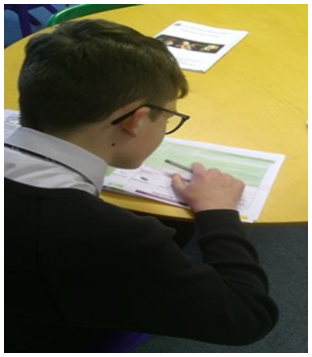
Look, Cover, Write, Check, Correct

First, look through and read the information on a section of your Knowledge Organiser.



Then, cover the section so you can no longer see the information.

Next, try and **write out** the key definitions or facts that you need to know.



Now, uncover the section of your Knowledge Organiser and check how correct you were.

Finally, correct anything that you wrote down that was incorrect in **purple.**

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Art

Printing

Lino printing	Lino Printing is a form of block printing that involves carving a pattern or design into a linoleum, rubber or vinyl surface
Lino Cutter	Linoleum Cutter is used to scrape away sections of the lino to create a relief print
Relief	Relief printing is when you carve into a printing block that you then use to press onto paper and make a print
Collage	Collage describes the technique of using pieces of paper, photographs, fabric to stick down onto a surface
Negative Space	Negative space is the background or the area that surrounds the subject of the work
Half Drop Repeat	Half-drop patterns are made by dropping every second line of motifs down a half-length height of the motif
Surface	The outside part or uppermost layer of something

Artists

Seguy	E.A. Seguy was an artist and designer active in Paris during the first three decades of the 20th century. He produced a range of Surface Pattern Designs from his drawing of bugs and butterflies. Seguy was one of few artists that successfully combined both Art Deco and Art Nouveau styles in his work.
Surface Pattern Industry	Surface Pattern Design is the act of creating art for the surfaces of mass-manufactured products. The industry covers a number of products for example, wallpaper, wrapping paper, upholstery, quilting fabric, apparel fabric, and floor coverings

Techniques

Printing	Printing is the process of making images that can be transferred onto other surfaces
Overprint	Overprint is when colours are printed directly over each other which causes mixing of colours
Repeat pattern	A Repeat Pattern is the repetition of lines, shapes, tones, colours, textures and forms
Mixed Media	Mixed media describes artwork in which more than one medium or material has been employed

Computing

Year 9 Legal and Ethical Knowledge Organiser

Legislation

Data Protection Act - law that controls how you personal information is used by companies, organisations or the government.
Computer Misuse Act - law that secures computer material against unauthorised access or modification.
Health & Safety at Work Act - law that covers occupational health and safety.
Copyright, Designs and Patents Act - gives the creators of literary, dramatic, musical and artistic works the right to control how their content is used.

Ethics

Machine Learning - an automatic method of data analysis.
Copyright - the owners rules about how their work is used.
Copyright Infringement - works that are copyrighted are used without permission.
Hacking - breaking into a computer network or system illegally
AI - Artificial Intelligence
Net Neutrality - concept that all data on the internet should be treated equally.
Patent - prevents others from copying or selling an invention.

Keywords/Key Terms

Legislation - laws that are created for a particular reason or purpose.
Data - facts and statistics that are collated together for reference of analysis.
Password - a string of characters that allow access to a computer system or service.
Ethics - considering whether something is “right” or "wrong”.
Encryption - a method of converting information into secret code.
Environment - the surroundings or conditions that a person lives or operates within.
Open Source Software - software that can be changed.
Proprietary - software that cannot be changed.
CCL - Creative Commons License
Lawful - actions that are within the law.

Environmental

E-Waste - Electronic waste- includes anything with a battery, plug, cords or electrical part.
Recycling - the process of converting waste into new materials or objects.
Environmental Impact - how the environment is affected by an action or event.

DT - food & Nutrition

Food choices for a balanced diet depend on many factors, such as:

- advertising and other point of sale information.
- cost and economic considerations.
- cultural or religious practices.
- environmental and ethical considerations.
- food availability.
- food preferences.
- food provenance.
- health concerns.
- individual energy and nutrient needs.
- portion size.
- social considerations.

Consumer information can help consumers make informed choices, including:

- advertising and marketing.
- media, online blogs/forums.
- packaging, nutrition, and health claims.
- point of purchase information and product placement.
- recipe ideas.

Food prices can and do change throughout the year and over time. This may be due to a variety of reasons, including:

The cost of food and money available will influence people's food choices. If money is limited, people may choose to buy more basic items. Luxury items might then be selected for special occasions.

Environmental and ethical considerations.

Some considerations when buying food might be:

- fair trade.
- local food.
- genetically modified (GM) food.
- organic food.
- free range.

Personal preferences A few factors can influence personal preferences, including:

- colour, size and shape of crockery and taste, aroma, texture, appearance, shape and colour of food.
- cutlery used.
- portion size.
- serving style.

Food provenance is about where food is grown, caught or reared, and how it was produced. Food certification and assurance schemes guarantee defined standards of food safety or animal welfare. There are many in the UK, including:

Red Tractor

The British Lion mark

Marine Stewardship Council

Health concerns People may choose their food based on their own or their family's health and wellbeing:

- intolerance, e.g., lactose intolerance, coeliac disease, wheat allergy, diary allergy.
- body image.
- health issues, e.g., coronary heart disease, type 2 diabetes, inflammatory bowel disease, over or under malnutrition.
- allergy and mental health.

Social considerations

- Body image and peer pressure.
- Development of ready meals and a wider range of convenience foods.
- Development of labour-saving devices.
- Lack of competence and confidence in the kitchen.
- Lack of time.
- Living arrangement (e.g., living alone).

Food availability

Buying food when it is in season will often mean that the price is lower. Technology and the importation of food has allowed food to be available all year round.

Food insecurity

- climate and weather patterns.
- crop failure.
- crop disease.
- seasonality.
- consumer demand.
- agricultural costs increase.
- fuel prices go up.
- increased use of biofuels

Ethical

Relating to personal beliefs about what is morally right and wrong.

Food provenance

Knowing where food was grown, caught or reared and how it was produced

Year 9: Factors Affecting Food Choice

Design & Technology

Keyword	Definition
Ethics	Moral decisions when designing and manufacturing.
Life cycle assessment	A technique used to assess the environmental impact of a product at all stages of its manufacture, use and disposal.
Market pull	Products developed to meet the needs of society or a specific section of the market.
Planned obsolescence	Deliberately designing the lifecycle of a product to be short, forcing the user to update their products quickly.
Social responsibility	The idea that a designer needs to evaluate the impact their product could have on society and take action to make this better.
User centred design	Design development with the user at the centre of the focus. The designer tries to envisage how the product will actually be used, as opposed to focusing on other areas such as cost.
Factors which influence food choice	Food choice according to lifestyle, attitudes, activities, likes, dislikes, beliefs, cultures.
Physical Activity Level (PAL)	Energy balance (% of energy from nutrients), the amount of energy the body uses for movement and physical activity daily.
Religion and cultures	The way of life, general customs and beliefs of a particular group of people at a particular time. Relating to the core of their traditions. Dietary laws, rules and advice, which dictate the type of foods to be eaten.

Drama

Knowledge & Understanding:

Verbatim: is a form of documentary theatre in which plays are constructed from the precise words spoken by people interviewed about a particular event or topic.

Acting for the Screen, acting for the Stage.

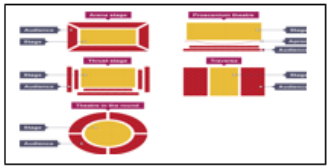
Creative Intentions: your creative vision for your work.

Roles & Responsibilities in Theatre: Roles such as director; actor; designer; writer; dancer; singer; choreographer.

Classical Acting Technique: an umbrella term for different acting techniques used together. It encompasses the use of the whole body, the full range and quality of the voice, the actor's imagination, the actor's ability to personalize, improvise, use external stimuli, and **analyse scripts.**

Method Acting Technique: describes a range of **training and rehearsal techniques** that seek to encourage sincere and emotionally expressive performances.

Proscenium Stage
Traverse Stage
Theatre-in-the-Round
Promenade Theatre
Thrust Stage



Fourth wall: a performance convention in which an invisible, imagined wall separates actors from the audience.
Proximity: How close or far you are from your co-performers can be a source of very powerful impact. For example, the threatening gangster who speaks to his victim from perhaps a couple of inches.
Cross-Cutting: two or more scenes are performed on stage at the same time.
Narration and Narrating: a technique whereby one or more performers speak directly to the audience to tell a story, give information.
Still Image/freeze frame: It is like pressing the pause button on a remote control, taking a photo, or making a statue.

Style and Form: the methods used to tell a story i.e. mime or physical theatre.
Non-Naturalistic: where no-one is pretending that what is happening on stage is realistic. Non-naturalistic techniques include slow motion & Soundscape
Physical Theatre: theatre which emphasizes the use of physical movement, as in dance and mime, for expression.
Symbolism: Symbolism in terms of theatre can be done with colour, movement, characters, props, and costumes.
Naturalism: theatre that attempts to create an illusion of reality through a range of dramatic and theatrical strategies.
Thought-Tracking: Speaking aloud the thoughts or feelings of a character in a freeze-frame.
Voice-Over: Narration heard over what is seen on stage.

Mime: Action without words
Physical Theatre: Theatre which emphasizes the use of physical movement for expression.
Suspension of disbelief: Logically you understand that the drama is not real but you override this reaction and believe in it anyway.
Empathy: The ability to understand and share the feelings of another.
Character: Playing someone different from yourself. A person in a novel, play or film.
Character Motivation: the reason behind a character's behaviours and actions.
Stereotype: a widely held but fixed and oversimplified image or idea of a particular type of person or thing.
Cliché: overused and unoriginal.
Spontaneous Improvisation: completely unplanned
Polished Improvisation: refinement through rehearsal, of characters, scenarios, and dialogue without a script.
Genre: A style or category of drama.
Proscenium Stage: Where curtains are used to separate the stage and the audience.
Blocking: *Where an actor stands in front of another actor and blocks the audiences view.*
It also means when the Director organises the precise movement of actors on a stage.
Profile: *to stand side on to the audience so that they see the side and not the front of your face.*
Rapport: *a close and harmonious relationship in which the people or groups concerned understand each other's feelings or ideas and communicate well with each other.*
It is when the performers 'connect and communicate' with an audience and the audience are interested in and engaged with the performance.
Script: The written text of a play, film, or broadcast.
Stage Direction: an INSTRUCTION in italics and often found in brackets.
Monologue: a long speech by one actor in a play or film
Duologue: *speaking roles for only two actors.*
Narration: *Explaining the action in a play.*
Teacher in role: *Teacher playing a character.*
Writing in role: *Writing as a character.*
Hot seating: a character or characters, played by the teacher or a student, interviewed by the rest of the group.
Role on the wall: The outline of a body is drawn. Words or phrases describing the **CHARACTER** are then written directly onto the drawing or stuck on with post-its.

Romeo and Juliet Knowledge Organiser

Key Vocabulary and Definitions: Etymology (OE- Old English, F-French, L- Latin, G- Germanic, AG – Ancient Greek, N - Norse		
apothecary	a health professional trained in the art of preparing drugs	G *apothēkē* 'storehouse'.
baleful	threatening or foreshadowing evil or tragic developments	OE *bealu* meaning evil
bawdy	humorously vulgar	F *baude* meaning shameless
benefice	an endowed church office giving income to its holder	L *bene* meaning well' and *facere* 'do'.
beshrew	wish harm or evil upon	OE beschrewen meaning to curse, pervert
caitiff	a cowardly and despicable person	L *captivus* to be taken captive
dirge	a song or hymn of mourning as a memorial to a dead person	L *dirige* meaning direct!
doublet	a man's close-fitting jacket, worn during the Renaissance	OF something folded
ducat	formerly a gold coin of various European countries	Italian *ducato*, silver coin minted by the Duke of Apulia in 1190
effeminate	having unsuitable feminine qualities	L *femina* meaning woman
feign	make believe with the intent to deceive	L *fingere* meaning mould, contrive'
forsooth	an archaic word originally meaning 'in truth' but now usually used to express disbelief	L *soth* meaning genuine and true
heretic	a person whose religious beliefs conflict with church dogma	G *hairetikos* meaning to be able to choose
inauspicious	boding ill	L *auspex* meaning "bird seer". The English noun *auspice*, which originally referred to this practice of observing birds to discover omens, also comes from Latin *auspex*.
intercession	the act of intervening, as to mediate a dispute	L *inter*, between and *cedere* to go.
jocund	full of or showing high-spirited merriment	L *juvare* to delight
lamentation	the passionate activity of expressing grief	L *lamenta* (plural) 'weeping,
lineament	the characteristic parts of a person's face	L *lineamentum*, from *linea* (line).
penury	a state of extreme poverty or destitution	L *penuria* 'need, scarcity';
sententious	concise and full of meaning	L *sententiosus*, from *sententia* 'opinion'

Spellings: Shakespeare, champion, immature, chastise, conjecture, bachelor, questionable, pasteurised, future, exhaustion, questionnaire, conjecture, heroine, tragedy, prologue, dialogue, playwright

English

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Geography

Ecosystems are natural systems made up of living and non-living things. Plants and animals are known as **biotic** and non-living things such as the climate, water and soil are known as **abiotic**. They rely on each other to form an ecosystem.

A pond ecosystem is made up of; **Producers** – They convert energy from the sun into sugars through photosynthesis. I.e. Plants. **Consumers** – They get energy by consuming the sugars produced by producers. I.e. a pond snail eating a plant or by eating other animals i.e. a fish eating a mosquito. **Decomposers**– These break down plant and animal material and return the nutrients to the soil e.g. fungi and bacteria.

Plants take in **nutrients** to build into new organic matter. Nutrients are taken up when animals eat plants and then returned to the soil when animals die and decomposers break down the body. **Litter**- This is the surface layer of vegetation, which over time breaks down to become humus. **Biomass**- The total mass of living organisms per unit area.

Human actions can have a huge impact on fragile ecosystems. Any small change to the nutrient cycle or the ecosystem will have a further impact on the food chain.

A **biome** is a large geographical area of distinctive plant and animal groups, which are adapted to that particular environment- a large ecosystem. The climate and geography (altitude and latitude) of a region determines what type of biome can exist in that region.

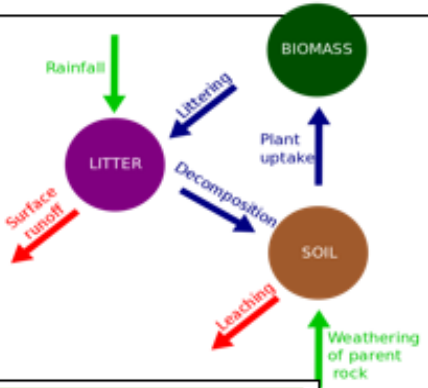
The Characteristics of Biomes

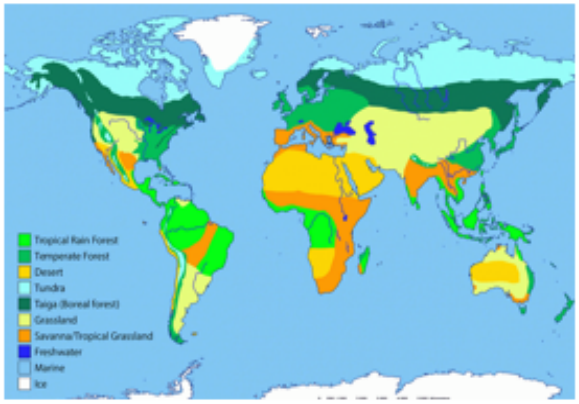
1. **Polar** - Arctic/Antarctica Very low temperatures and dry conditions. Temperatures can fall below -50 degrees Celsius. Artic foxes, hares and little vegetation.

2. **Hot Deserts** – Roughly 30 degrees North and South of the equator. High daytime and low night-time temperatures. Less than 250mm of rain a year, little vegetation and sandy soils.

3. **Savannah** – Between Rainforests and Deserts. Distinct wet and dry seasons. Large herds of grazing animals on the grasslands providing food for predators such as lions.

4. **Tropical Rainforest** – Along the equator High temperatures and heavy rainfall with no seasons. Cover 6% of the world's landmass. Over 50% of the world's





Year 9 Topic 3- Ecosystems

History

Overview

Adolf Hitler (1889-1945) was a German politician and the leader of the Nazi party. Between 1934 and 1945 he was the **Führer (leader) of Germany.**

He was the leader of Germany throughout World War II. Despite repeated warnings, he ordered the invasion of Poland in 1939, which started the war.

Hitler and the Nazis were also responsible for **killing around 6 million Jews in the Holocaust**, in addition to political opponents, Russian citizens and others.

These actions, in addition to many other crimes against humanity, have led many to label him **one of the most evil people to have ever lived**. It is estimated that he is responsible for the death of around 50 million people.

A photograph of Adolf Hitler from 1938.

Times in His Life

Early Life

-Adolf Hitler was born in Braunau Am Inn, Austria. This is near the border with Germany.

His parents, Alois and Klara, come from poor peasant families. Hitler was the fourth of six children.
-He was excluded from two schools as a youngster.
-He failed high school twice and left school in 1905.

Young Adulthood

-In 1909 Hitler moved to Vienna to study Art. He claims he became an Anti-Semite here (there was a large Jewish population).
-He left Austria for Germany, and volunteered for the German army. He was awarded with the Iron Cross first class in 1918. He was shocked and angered when Germany surrendered.

Rise to Leadership

-In 1919, Hitler joined the German Workers Party. After two years, he became leader. It became the Nazi Party. Hitler attempted a coup of the country, which failed.
-He was sentenced to five years in prison, but only served 9 months. Whilst in prison, Hitler wrote a book detailing his ideology with Rudolph Hess. It was called *Mein Kampf* (My struggle).
-Hitler's ability as a public speaker won him further support. He was elected into the German government in 1933, as Chancellor. He began banning other political parties.
-He ended freedom of speech, and began invading other countries.

World War II

-Hitler ordered the German army to invade Poland, which led Britain and France to declare war on Germany.
-More countries joined both sides (the Allies and Axis).
-WWII ran for 6 years from 1st September 1939 to 2nd September 1945. It became the deadliest conflict in human history, with around 75 million people dying around the world.

The Holocaust

-Hitler ordered the Nazi's to kill 6 million Jews (2/3rds of the Jews in Europe).
-Many were sent to concentration camps and death camps. Most were killed in gas chambers, shot, or worked to death. Political opponents, disabled people & others were also killed.

Answers to Important Questions and Key Vocabulary

What was Hitler trying to achieve?

-Hitler was angry that German leaders had surrendered in World War I. Like many Germans, he was unhappy that Germany accepted full responsibility for the War in the Treaty of Versailles, and that they had to make repayments that would cripple the country for years.
-Hitler believed that some races (e.g. whites) were superior to others (e.g. Jews). He thought that Jews were selfish, held too much money and power in society, and were not good for Germany. He wanted to rid the country of all undesirables to create his perfect 'Aryan' race. Hitler wanted 'Lebensraum' (living space) for the Germans, meaning that he invaded other countries. He believed these policies would make Germany the strongest nation on Earth.

How did Hitler gain power?

-Many Germans were angry about the terms of the Treaty of Versailles, and were also poor due to an economic depression. They longed for Germany to be strong again. Hitler was a powerful speaker, who promised Germans that he would make the country powerful again. He was also ruthless, swiftly eliminating his enemies (at some points killing them) until Germany was under his complete command.

How was Hitler defeated?

-In the early parts of World War II, the Axis powers were winning, taking large parts of Europe.
-However, from 1942 the tide began to turn, and the Axis powers being pushed back by Germany.
-By April 1945, the Allies were closing on Hitler's bunker in Berlin. Hitler married his long-term partner, Eva, before taking poison to commit suicide.

Key Vocabulary

Politician
Führer
Public Speaker
Nazi Party
Holocaust
Jewish
World War II
Germany
Allied Powers
Axis Powers
Dictatorship
Lebensraum
Aryan

Top 10 Facts!

1. Hitler did not have a happy childhood. Both of his parents died young, as did some siblings.
2. Only one of his siblings survived childhood – his sister Paula.
3. Hitler was known for always wearing a coat or jacket, even when it was very hot!
4. As a painter, he produced hundreds of works throughout his life.
5. After being blinded by mustard gas, Hitler sank into a deep depression. He would cry a lot.
6. Hitler had a cat named Schnitzel.
7. The main countries that joined Germany to make the Axis powers were Japan and Italy. Hitler admired the Italian leader: Mussolini.
8. After failing as an artist in Vienna, Hitler had to live in a homeless shelter for a while.
9. His partner was called Eva Braun. He married her just before they both committed suicide.
10. It is thought that Hitler chose death rather than being captured by the Soviet Union.

Maths

Mathematics - Year 9

In Maths you will receive a separate knowledge organiser.
Your knowledge organiser will help you to:
Know which MET* skills you should be learning
Track when you have learnt, revisited and revised a skill
Identify any gaps where you have missed lessons
Guide your revision when it comes to assessments

*The MET (Mathematics Expertise Tower) shows you all the skills you will master during your lessons and how each skill builds upon the last.

It is arranged into 4 topic areas:

Number & Ratio	Algebra & Graphs	Geometry & Measure	Probability & Statistics

You can see the full MET in the Maths Corridor!

Maths Equipment you must have every lesson:
Pen, pencil, rubber, ruler, protractor, compasses, scientific calculator

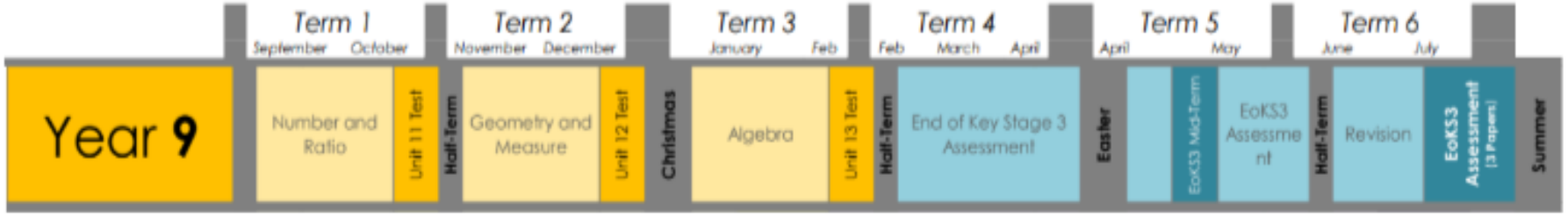
USEFUL WEBSITES:

My Login:
Password:
MyMaths.co.uk

My Login:
Password:
MathsWatch

My Login:
Password:
dfm drfrostmaths.com

www.bbc.co.uk/bitesize www.khanacademy.org
https://corbettmaths.com



Programme of study and assessment calendar

MFL - French

Useful verbs

Aller à pied	to go on foot
Aller à vélo	to go by bike
Arrêter	to stop
Avoir envie de	to feel like
Boire	to drink
Dormir	to sleep
Encourager	to encourage
S'entrainer	to train
Éviter	to avoid
Être accro à	to be addicted to
Être allergique à	to be allergic to
Faire de l'exercice	to exercise
Faire de la musculation	to do weight training
Faire du sport	to do sport
Fumer	to smoke
Garder la forme	to keep in shape/fit
Manger	to eat
Mener	to lead
Penser	to think
Prendre	to take
Risquer	to risk
S'amuser	to have fun
Se coucher	to go to bed
Se détendre	to relax
Se droguer	to take drugs
S'enivrer	to get drunk
Se lever	to get up
Se promener	to go for a walk
Se relaxer	to relax
Se reposer	to rest
Trouver	to find

Time references

Chaque jour	every day
Déjà	already
De temps en temps	from time to time
Normalement	normally
Quelquefois/parfois	sometimes
Rarement	rarely
Régulièrement	regularly
Toujours	always
Le weekend dernier	last week
Le mois prochain	next month
Une fois par semaine	once a week
Souvent	often
Tous les jours	very day

Illnesses

J'ai mal au/à la/ aux...	I've hurt my ...
Bras	arm
Dos	back
Genou	knee
Jambe	leg
Main	hand
Pied	foot
Tête	head
Ventre	stomach
J'ai la grippe	I have flu
J'ai de la fièvre	I have a temperature
J'ai mal au cœur	I feel sick
Je suis enrhumé	I have a cold
Je me suis cassé le bras	I have broken my arm

Negatives

Using negatives is one way to show variety in your sentences. Remember how it fits around a verb.

E.g. je ne suis pas sportif. Je ne joue plus de hockey

Ne.. jamais	never
Ne..rien	nothing
Ne..que	not only
Ne...pas	not
Ne...personne	nobody
Ne..plus	no longer

If you use a negative and a noun follows replace the article *(e.g. le/une)* with *"de"*. Except when using *"ne..que"*.

Vocabulary

Actif/ive	active
L'activité physique	physical activity
L'alcool	alcohol
Allergique	allergic
Au lieu de	instead of
Au moins	at least
Bio	organic
De bonne heure	early
La cigarette (électronique)	(e) cigarette
La drogue	drug
Dur	hard
Equilibré	balanced
Facile	easy
Le fastfood	fastfood
Fatigant	tiring
Frais/fraiche	fresh
Le fruit	fruit
La forme	fitness
Gras	fat
Le gymnase	gym
Ivre	drunk
Le légume	vegetable
La maladie	illness
La nourriture	food
L'obésité	obesity
Le paquet de	packet of
Passif/ive	passive
La routine	routine
Le régime	diet
Le repas	meal
Sain	healthy
La (bonne) santé	(good) health
Sportif/ive	sporty
Le stress	stress
Sucre	sugar
Le tabagisme	addiction to smoking
Tôt	early
Le yoga	yoga

MFL - German

Hast du einen gesunden Lebensstil? *Ich glaube, dass ich (nicht) sehr gesund bin, weil ...*

Was machst du, um fit zu bleiben? *Ich treibe oft Sport, zum Beispiel ...*

Welche Aktivitäten machst du gern? *Ich spiele gern ... / Ich spiele am liebsten ...*

Was machst du lieber – Sport treiben oder Sportsendungen sehen? *Ich treibe lieber Sport, weil ...*

Wie findest du Rauchen? *Meiner Meinung nach ist Rauchen ... , weil ...*

Was hast du letzte Woche gemacht, um fit zu bleiben? *Letzte Woche habe ich ... gespielt / gegessen / getrunken*

Was wirst du morgen essen, um gesund zu sein? *Morgen werde ich ... essen, um fit zu bleiben*

Wie könntest du deine Gesundheit verbessern? *Obwohl ich ziemlich gesund bin, könnte ich mehr Wasser trinken*

Useful verbs to talk about health

raten	to advise
ins Bett gehen	to go to bed
trinken	to drink
essen	to eat
schlafen	to sleep
Drogen nehmen	to take drugs
sich betrinken	to get drunk
fit bleiben	to keep fit
rauchen	to smoke
verletzen	to injure
schaden	harm
sich entspannen	to relax

Health vocabulary

die Beratung	advice	*der Stress*	stress
eine ausgewogene Ernährung	a balanced diet	*der Bewegungsmangel*	lack of exercise
weiche/harte Drogen	soft/hard drugs	*die Fettleibigkeit*	obesity
körperlich	physical	*das Risiko*	the risk
die Zigarette	cigarette	*Bioprodukte*	organic products
die Gesundheit	health	*die Sucht*	addiction
die Bewegung	exercise	*Kopfschmerzen/ Halsschmerzen*	headache/ sore throat
der Alkoholmissbrauch	alcohol abuse	*Fieber haben*	to have a temperature
ungesunde Ernährung	unhealthy diet	*die Krankheit*	illness

Saying how often you do something

oft	often
manchmal	sometimes
täglich	daily
nie	never
immer	always
regalmäßig	regularly
ab und zu	now and then
jeden Tag	every day
selten	rarely
zweimal pro Woche	twice a week
jede Woche	every week

Useful verbs to talk about sport

wandern	to walk
tanzen	to dance
laufen	to run
klettern	to climb
spielen	to play
gewinnen	to win
machen	to do
ins Fitnesszentrum gehen	to go to the gym
ein Tor schießen	to score a goal
reiten	to go horse riding
Rad fahren	to cycle
schwimmen	to swim
teilnehmen	to take part
eislaufen	to skate
verlieren	to lose

Talking about health and fitness in the past, present and future

Past	Present	Future
Gestern/letzte Woche/letztes Jahr	**Heute/jetzt/jeden Tag/normalerweise**	**Morgen/nächste Woche/ nächstes Jahr**
Ich habe ... gespielt	*Ich spiele ...*	*Ich werde ... spielen*
Ich habe ... gegessen	*Ich esse ...*	*Ich werde ... essen*
Ich habe ... getrunken	*Ich trinke ...*	*Ich werde ... trinken*
Ich bin ... gegangen	*Ich gehe ...*	*Ich werde ... gehen*

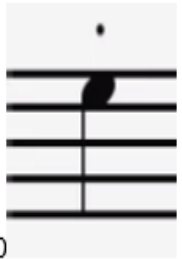
Als ich jünger war, war ich nicht sehr aktiv – **When I was younger, I wasn't very active.**

Sport ist sehr wichtig für deine Gesundheit – **Sport is very important for your health.**

Eine ausgewogene Ernährung ist sehr wichtig - **A balanced diet is very important.**

Man sollte nicht zu viel Zucker oder Salz essen – **You shouldn't eat too much sugar or salt.**

Music

Keyword	Definition	Notation / Example
Timbre	The kind of sound / sonority	A trumpet has a different timbre to a flute. A trumpet playing accents has a different timbre to a trumpet playing legato notes.
Texture	The layers of music	Polyphonic - many players Homophonic - melody and accompaniment Monophone - one line of music
Articulation	How the note is played	Staccato / legato / accents
Staccato **Legato** **Accents**	Short and sharp Notes played smoothly / slurred Note played with emphasis	 Staccato  Legato  Accents
Tonality	The character of a musical composition written or played in such a key.	Major (happy sounding) Minor (sad sounding) Atonal (no sense of key).
Dissonance	Clashing chords	
Ostinato	Repeating musical idea	
MP3	An audio file which has been compressed and is playable on many devices	
Quantise	A computer tool which 'snaps' the note to the nearest beat / measure	
Leitmotif	The music written for a character or a theme in a film	

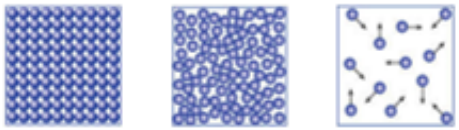
P.E

KS3 PHYSICAL EDUCATION – KNOWLEDGE ORGANISER
AUTUMN TERM
All students will participate in at least 4 of the following activities this term.
They are Rugby, Hockey, Basketball, Netball and Trampolining

INVASION GAMES: Rugby, Hockey, Netball and Basketball	GYMNASTICS: Trampolining
Invasion games: Team games in which the purpose is to 'invade' the opposition's territory to score points whilst trying to make sure the other team does not score.	Spotters: stand around the trampoline and ensure that the person on the trampoline is safe at all times. A spotter will prevent the trampolinist from falling off the trampoline if they get too close to the sides or the ends.
Receiving the ball: when you catch a ball or receive the ball with a stick	Basic Jumps: tuck, pike and straddle
Passing the ball: throwing a ball to your teammate or passing it with your stick to a teammate.	Basic landing positions: Seat landing, Front landing and Back landing
Spatial awareness: when you recognise your position in relation to your opponent and the ball/object you are playing with.	Combinations: Seat to front, front to seat, seat ½ twist to feet, ½ twist to seat, front ½ twist to feet, ½ twist to front
Defending strategies: defending a space or area to stop your opponents from scoring. Defending the goal or try line.	Twists: Swivel hips, Back ½ twist to feet, ½ twist into back
Attacking strategies: Creating space for yourself and your teammates. Moving into space to receive a pass.	Advanced twists: Roller, Cradle, Cat twist, Half turntable, Full turntable
Tackling: forcing your opponent to lose possession of the ball in order for you or your teammates to gain possession.	Basic Somersaults: Hands and knees turnover to feet, back pullover to feet, Back pullover to front, Back to front landing, ¾ front to back landing, Front somersault, Back somersault

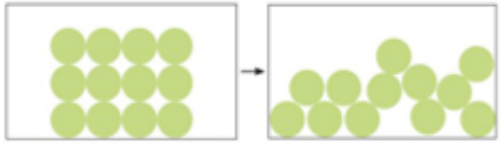
Science

Knowledge organiser – Particle model



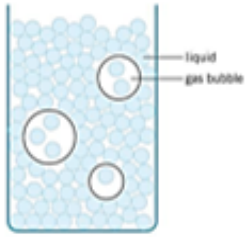
Solid	Liquid	Gas
Fixed shape	No fixed shape	No fixed shape
Fixed volume	Fixed volume	No fixed volume
Do not flow easily	Flow quite easily	Flow very easily
Very dense	Less dense	Not dense at all
Cannot be squashed	Very difficult to squash	Easy to squash
Particles very close together	Particles fairly close together	Particles are very far apart

MELTING: As a substance melts, its particles vibrate faster. The particles start moving around (away from their places in the pattern). The substance is now in the liquid state.



If you know the melting point and boiling point … you can predict the state at any temperature!

Above boiling point >> gas
Middle of melting and boiling >> liquid
Below melting point >> solid



What is the difference between boiling and evaporation?

Boiling → Occurs when bubbles of steam form all through the liquid (see diagram). The particles in the bubble are spread out. As it boils, the steam bubbles rise to the surface of the liquid and escape into the air. It happens only at the boiling point. Different substances will boil at different temperatures.

Evaporation → Occurs when particles (with the most energy) leave the surface of the liquid. They move away from the liquid, spread out and form a gas. It can happen at any temperature.

- Materials are made of particles. Many materials are mixtures. Some are made up of only one substance.
- Every substance has its own properties. The properties of a mixture are different to the properties of the individual substances that make it up.
- The particle model helps us explain these properties.
- Properties of a substance depends on three things: what the particles are like, how they are arranged and how they move.

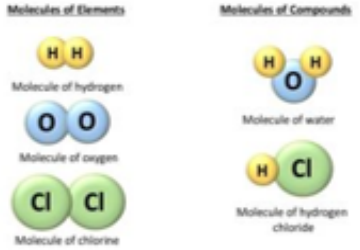
DIFFUSION

Three factors affect the speed of diffusion:

1. **Temperature →** Occurs more quickly at higher temperatures as the particles are moving faster.
2. **Particle size →** Big, heavy particles diffuse more slowly than small, light ones.
3. **State of the diffusing substance →** Occurs quicker in gases than liquids (as the particles in a gas are very far apart). Diffusion does not occur in solids (as particles cannot move).

What is the evidence for particles?

Brownian motion → The random movement of particles in a fluid (gas or liquid) due to collisions with other particles surrounding them.



- Elements consists of **atoms** (the smallest particle that can exist).
- A molecule is a group of two or more atoms, strongly joined together (e.g. hydrogen / water)
- A compound is a substance made up of atoms of two or more elements, chemically bonded (e.g. water).

GAS PRESSURE

- Gas particle collide with the walls of their container.
- Colliding gas particles exert pressure on the inside of their container.

Factors that affect pressure:

- **Number of particles →** The more particles in a container, the higher the pressure (this is because there are more frequent collisions)
- **Temperature →** The higher the temperature, the higher the pressure (this is because the particles have more energy, they move faster and collide with the container more frequently).

When is evaporation useful?

- Sweating cools, you down by evaporation.
- Drying hair with hairdryer – speeds up evaporation.

KEYWORD	DEFINITION
Boiling	The change of state from liquid to gas.
Boiling point	The temperature at which a substance boils.
Change of state	The process by which a substance changes from one state to another.
Condensation	The change of state from gas to liquid. It can happen at any temperature below boiling point.
Density	The mass of a material in a certain volume.
Diffusion	The process by which particles in liquids or gases spread out through random movement from a region where there are many particles or one where there are fewer.
Element	A substance that cannot be broken down into other substances and contains only one type of atom.
Evaporation	The change of state from liquid to gas.
Freeze	The change of state from liquid to solid at the melting point of a substance.
Gas	A substance that can flow and can also be compressed.
Gas pressure	The force exerted per unit area on the walls of a container. It is caused by collisions of particles with the walls.
Liquid	A substance that can flow but cannot be compressed.
Material	The different types of stuff that things are made from.
Melt/ melting	The change of state from a solid to liquid at the melting point of a substance.
Melting point	The temperature at which a substance melts.
Mixture	Made up of two or more pure substances that are mixed (not chemically joined) together.
Particle	A very tiny object (atom or molecule) that materials are made from. They are too small to be seen with a microscope.
Particle model	A way to think about how substances behave in terms of small, moving particles.
Properties	A quality of a substance or material that describes its appearance or how it behaves.
Solid	A substance that cannot be compressed and cannot flow.
States of matter	The three forms in which a substance can exist – solid, liquid and gas.
Sublimation	The change of state from solid directly to gas.
Substance	A material that is not a mixture. It has the same properties all the way through.