

Year 9 Knowledge Organiser

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

John F Kennedy

Cycle 2

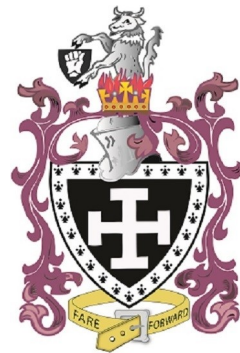
Inspiring Education for All

Name:

Tutor:

Ready, Responsible, Respect

**Buckler's Mead
Academy**



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 and retrieved from your long-term memory

The best way to use this resource is by self-quizzing through the **“look, cover, write and check”**

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 or mind map** 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

Look



Cover



Write



Check




Y9 Graphics Key Words	
Enhancement	Using tone, colour or texture to make a drawing look more like the real object
Typography	The design of lettering and the layout of type on printed or digitally published media
Portfolio	A folder showcasing your best design work
Branding	Creating a unique name and image for a product
Corporate Identity	The consistent use of a company's logo, typestyle and colour scheme across all of their products
Illustration	A hand or digitally created image which explains, visually represents or merely decorates a product or publication
Die-cutting	The process used to cut and crease printed packaging nets and uniquely shaped
Image manipulation	Editing and changing the properties of a digital image using graphic software
Aesthetics	The look, style and visual appeal of a product
Microns	The unit used to measure the thickness of board
Acetate	A clear polymer film often used for windows in packaged products
Bitmap	A digital image made up of a grid of pixels
Vector	A digital drawing made using paths which does not deteriorate when scaled up in size
Process Colours	The 4 colours used in colour printing (Cyan, Magenta, Yellow and Black) to reproduce a wide range of colours
Special colours	Colours that can't be achieved successfully using the four process colours
Tone	How light or dark a colour appears
Sublimation Printing	Dye-sublimation printing uses heat to transfer images onto specially treated products like mugs or T shirts

The Design Process	
Design Brief	
Task Analysis	A mindmap to explore all elements of the designing/making tasks ahead
Customer Profile	An outline of a typical user of the product being designed
Primary Research	Gathering new data that has not been collected before using surveys, questionnaires or interviews
Secondary Research	Gathering existing data that has already been published from sources like the internet and magazines
Research Analysis	A summary of important findings from each area of research
Specifications	
Initial ideas	A range of quick sketches in response to the design problem
Development	More detailed drawings which explore and refine better ideas
Modelling	Hand generated or CAD/CAM models to prove construction methods
Final idea	
Plan of Make	A flow chart or illustrated guide to how the product will be made
Manufacture	
Testing	Comparing outcomes to the original specification
Evaluation	
Modifications for Industry	Details of how the product/design would need to be modified to be produced in industry

Basic Colour Theory


The colour wheel is used by designers and artists to help them work with colours when using paint/ink.

The Primary colours (red, blue and yellow) can't be made by mixing any other colours together.




Secondary colours are made by mixing two of the primary colors together. If you mix a secondary and primary colour you get a tertiary colour.

Complementary or contrasting colours are opposite each other on the colour wheel. They are more intense and vibrant when placed next to each other and compete for attention.



Analogous colours are near to each other on the colour wheel. They are often found in nature and appear to be harmonious with each other.



Lettering plays an important part in our everyday lives. Different typefaces can express a wide variety of feelings and emotions.

Font styles fall into 4 main categories:



Serif **Sans Serif** **Script** **Decorative**

Anatomy of type



Art & Photography

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Year 9 Key moral themes – Christian and Muslim teachings

Key terms:
Peace- the absence of conflict
Justice- doing what is fair and right
Reconciliation- repairing damaged relationships
War- fighting between countries or groups of people.
Holy War- a war that is fought in the name of God and the faith.
WMD- weapons of mass destruction
Pacifism- the belief that violence is wrong.
Stewardship: the Christian belief that humans are caretakers over creation.
Dominion: the Christians belief that humans are masters over creation
Khalifah: the Muslim belief that humans should care for the planet
Abortion: the termination of a foetus during pregnancy
Euthanasia: helping someone to die who is suffering from a terminal illness
Vegetarian: someone who does not eat meat
Vegan: a strict vegetarian who does not use any animal products.
Halal: food that is allowed to be eaten by Muslims
Haram: things that are forbidden in Islam.
Pro life: people who wish to protect the life of the unborn child
Prochoice: people who wish to protect the right of women to choose.
Quality of Life: the measure of how well a person is able to live life and carry out day to day tasks.
Sanctity of Life: The belief that life is a special gift from God that should be looked after and protected.
Pollution – acts that contaminate the environment (air, water and land)
Deforestation- chopping down large areas of forests.
Crime- breaking the laws of the country
Law- the rules that govern our lives.
Punishment: giving something unpleasant as a consequence for wrong doing.
Moral suffering- suffering that is caused by human action.
Hate crime- crimes that involve violence targeting at people for prejudice reasons.

Drugs and alcohol

Christian beliefs:

Some Christians believe alcohol is acceptable. For example it might be used at Holy Communion.

“It can be medicinal.” “It aids digestions.”

Some Christians believe it can lead to a life of destruction. For example The Salvation Army would want to help people who have been affected by alcohol and would therefore not part-take themselves as it would be hypocritical.

Most Muslims do not drink alcohol or take drugs. Muslims believe it is important to keep a clear mind in order to focus on Allah at all times.

Do not with your own hands cause self destruction.

Animal rights

Arguments For and Against Animal Testing Including religious views

For Find cures for serious disease Better for animals to suffer than humans to die. Dominion

Against Cruel and makes animals suffer Animals have the same rights as humans Stewardship

Arguments For and Against eating meat Including religious views

For Protein is needed for muscle growth and repair People enjoy the taste Part of a healthy diet. Islam believes that it is ok to eat Halal meal.

Against Cruel to animals Contributes to climate change Islam believes that Pork is Haram. Stewardship

Crime and Punishment

Aims of Punishment

Deterrence- to scare. Shariah Law uses punishments such as flogging and removal of limbs.

Retribution- Revenge. “An eye for an eye. A tooth for a tooth.”

Protection- To protect society from dangerous criminals. The Pope said that the death penalty was needed in extreme cases to protect society.

Reformation- To change. “ Jesus taught it was important to forgive.” “Forgive 7x70”

Causes of Crime

Addiction- people often resort to crime to pay for their addictions.

Psychological- Extreme mental illness as well as selfishness and greed.

Environmental- people who live in poor areas are more likely to commit crimes.

Social- peer pressure.

Religious attitudes to crimes The 10 commandments say you shall not steal, murder or lie. Shariah Law used in many Muslim countries has strict rules and punishments on crimes such as stealing and murder. Jesus taught that we should love and respect one another. Christianity teaches ‘Love the sinner and hate the sin.’ Muslims are taught to be honest with themselves and to Allah and if they have hurt another person they should try to repair the damage caused.

War and peace

Religious Teachings

Christianity “Blessed are the peacemakers”
 “Those who live by the sword, die by the sword”
 “You shall not kill”
 Sanctity of life
 “Do not repay evil with evil.”

Islam “Do not with your own hands, contribute to your destruction” “Those who have been attacked are permitted to take up arms” “ But if they incline towards peace, you must incline towards it and put your faith in Allah” “If you have saved the life of one man, it is like saving the whole of mankind.”

Reasons for War

Defence- stop invasion Revenge- to get own back after previous conflict. Wealth and resources- to gain land and territory to improve the economy of the country. Religious or Political Beliefs- when two sets of beliefs or ideas clash. Overthrow an unfair ruler

Planet earth

- Christian & Muslim views about Planet Earth**
- Dominion-** the idea that God created humans to be rulers and masters over creation. (Christianity)
- Stewardship-** a contrasting view that says that God created humans to be caretakers and to look after creation. (Christianity)

Khalifah- a Muslim belief that humans were created by Allah to be caretakers.

Jesus cast a fig tree because it would not give fruit. He also cast a herd of pigs over a cliff to save a man from being possessed by a demon.

Early life/euthanasia

Arguments For and Against Euthanasia Including religious views

For Ends needless suffering It is an act of love and compassion People should have the right to choose when they die. Some Christians think it is ok in extreme circumstances as an act of Christian love (Agape)

Against It can be classed as murder Alternatives such as hospices or palliative care. A person may be pressured into making the decision “You shall not kill” “Suffering is a test from Allah”

Arguments For and Against Abortion Including religious views

For It can be used to prevent future suffering of the unborn child in cases of extreme disabilities or poverty. Should be used if someone is the victim of rape. Pro choice arguments say that a woman should always be given the right to choose. Some Christians think it is ok in extreme circumstances as an act of Christian love (Agape)

Against Life begins at conception (when the sperm meets the egg) to have an abortion is murder. Pro-life argue that we should protect the rights of the unborn child who has the same rights as humans. Alternatives to abortion are adoption or fostering “You shall not kill” “The sanctity of life” Islam “ before you were formed, I knew you”

Beliefs & Values

Community

Opportunity

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The techniques of Brecht when devising :

Breaking the fourth wall – where the invisible wall between actor and audience is broken. Actors will speak directly to the audience during a performance.

Narration – used to reinforce the fact that audiences are watching a story.

Placards – Used to give the audience additional information. They may also introduce characters.



German director who made his work very political. He coined the term Epic Theatre.

KEY VOCABULARY

Devising	Creating a piece of Drama collaboratively in groups from your imagination.
Stimulus	A starting point to get your imagination working.
Rehearsal	The process of developing your Drama work.
Justification	Showing something to be right or reasonable and considered.
Symbolism	The use of symbols to communicate ideas. E.g., crucifix to show Christianity.
Theme	The underlying issue under discussion.

The techniques of Stanislavski when devising:

Magic If– Actors simply ask themselves 'What would I do if....' to help give their characters depth.

Motivation – Understanding a deep understanding of what motivates a character to make certain decisions. This explains characters words and actions.

Emotional Memory– Actors reflect to a time they have felt an emotion, and then apply this to a scene. Personal memories help create a truthfulness to the emotion.



Russian director, Konstantin Stanislavski is widely regarded as the founder of naturalistic theatre. He founded the Moscow State Theatre in 1898.

Year 9 DRAMA



Example of written work evaluating devising process

"....Another decision that was made via this rehearsal was to have it as an ensemble piece as we felt there was a big opportunity to include physical theatre with the remaining cast. This proved to be an effective idea, lifting our concept into something that was exciting fun and interesting to watch. I feel that the moments that we created were highly effective, and perfectly complimented the action going on in the foreground. One of the more memorable moments came when we were exploring the scene between Michael and Vincent, the contrast that they have as characters was clearly explored through the clever use of physicality.

Greek Theatre

Greek theatres were large and semi-circular, with rows of tiered seating. The centre was circular with an altar dedicated to Dionysus. The stage was raised within the circle – this shape made sure all the audience could see and helped amplify the sound. Very important visitors would sit in the front seats.

Plays

Plays were performed in Ancient Greece to honour the God Dionysus. Dionysus was the god of theatre and wine.

The plays

Women could attend the plays, but all the actors were men (even playing the parts of women!). Some famous playwrights include: Aeschylus, Sophocles and Euripides (who wrote tragedies) and Aristophanes (who wrote comedies).

The audience

The audience would throw food and a stone if they thought the acting was not good enough! The actors wore masks, bright colours for comedies and dark colours for tragedies. You could see if someone were happy or sad by the shape of their mask.



Drama

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Year 9 Food Technology: Spring

The Eatwell Guide

- When choosing food and drinks, current healthy eating guidelines should be followed.



The Eatwell Guide

- Comprises 5 main food groups.
- Is suitable for most people over 2 years of age.
- Shows the proportions in which different groups of foods are needed in order to have a well-balanced and healthy diet.
- Shows proportions representative of food eaten over a day or more.

8 tips for healthier eating

These eight practical tips cover the basics of healthy eating, and can help you make healthier choices.

- Base your meals on starchy carbohydrates.
- Eat lots of fruit and veg.
- Eat more fish – including a portion of oily fish.
- Cut down on saturated fat and sugar.
- Eat less salt (max. 6g a day for adults).
- Get active and be a healthy weight.
- Don't get thirsty.
- Don't skip breakfast.

Composite/combination food

Much of the food people eat is in the form of dishes or meals with more than one kind of food component in them. For example, pizzas, casseroles, spaghetti bolognese and sandwiches are all made with ingredients from more than one food group. These are often called 'combination' or 'composite' foods.



Key terms

The Eatwell Guide: A healthy eating model showing the types and proportions of foods needed in the diet.

Hydration: The process of replacing water in the body.

Dietary fibre: A type of carbohydrate found in plant foods.

Composite/combination food: Food made with ingredients from more than one food group.

Fruit and vegetables

- This group should make up just over a third of the food eaten each day.
- Aim to eat at least five portions of a variety each day.
- Choose from fresh, frozen, canned, dried or juiced.
- A portion is around 80g (3 heaped tbs).
- 30g of dried fruit or 150ml glass of fruit juice or smoothie count as a max of 1 portion each day.

Beans, pulses, fish, eggs, meat and other protein

- Sources of protein, vitamins and minerals.
- Recommendations include to aim for at least two portions of fish a week, one oily, and;
- People who eat more than 90g/day of red or processed meat, should cut down to no more than 70g/day.

Hydration

- Aim to drink 6-8 glasses of fluid every day.
- Water, lower fat milk and sugar-free drinks including tea and coffee all count.
- Fruit juice and smoothies also count but should be limited to no more than a combined total of 150ml per day.

Potatoes, bread, rice, pasta or other starchy carbohydrates

- Base meals around starchy carbohydrate food.
- This group should make up just over a third of the diet.
- Choose higher-fibre, wholegrain varieties.

Oil and spreads

- Unsaturated fats are healthier fats that are usually from plant sources and in liquid form as oil, e.g. olive oil.
- Generally, people are eating too much saturated fat and need to reduce consumption.

Fibre

- Dietary fibre is a type of carbohydrate found in plant foods.
- Food examples include wholegrain cereals and cereal products; oats; beans; lentils; fruit; vegetables; nuts; and, seeds.
- Dietary fibre helps to: reduce the risk of heart disease, diabetes and some cancers; help weight control; bulk up stools; prevent constipation; improve gut health.
- The recommended average intake for dietary fibre is 30g per day for adults.

Dairy and alternatives

- Good sources of protein and vitamins.
- An important source of calcium, which helps to keep bones strong.
- Should go for lower fat and lower sugar products where possible.

Foods high fat, salt and sugar

- Includes products such as chocolate, cakes, biscuits, full-sugar soft drinks, butter and ice cream.
- Are high in fat, sugar and energy and are not needed in the diet.
- If included, should be had infrequently and in small amounts.

To find out more, go to:

<https://bit.ly/2QzUMfe>

Meals and snacks can be sorted into The Eatwell Guide food groups.

Composite/combination food - Lasagne



Pasta (lasagne sheets): **Potatoes, bread, rice, pasta or other starchy carbohydrates**

Onions, garlic and chopped tomatoes: **Fruit and vegetables**

Lean minced meat (or meat substitute): **Beans, pulses, fish, eggs, meat and other protein**

Cheese sauce made with milk and cheese: **Dairy and alternatives**

Olive/vegetable oil used to cook onions and mince: **Oil and spreads**

Task

Plan a menu for a day that applies the principles of The Eatwell Guide and the 8 tips for healthier eating. Make one of the dishes, complete a sensory evaluation and calculate the energy and nutrients provided using nutritional analysis.

Design & Technology — Food & Nutrition

There are two types of polymers....

- 1) **Thermoplastics** also known as **thermoforming** - these are types of plastics that are formed by heat and can be reformed
- 2) **Thermosetting plastics** - plastics that once formed or set, cannot be reheated and reformed. If you heat them they either catch fire or go into a blob. They can be recycled by chopping them up and by pushing the pieces together by press forming into sheets

Vacuum forming is a technique that is used to shape a variety of plastics. In school it is used to form/shape thin plastic, usually plastics such as; polythene and perspex.

Vacuum forming is used when an unusual shape like a 'dish' or a box-like shape is needed. Many everyday items have been vacuum formed and some food products are packaged in vacuum formed materials.

What is Memphis? Memphis is one of the most instantly recognisable design styles. It's known for its use of bright neon, primary and pastel colours, geometric shapes, and bold, repetitive patterns.

What era does it belong to? Memphis Style is a mish-mash of various design styles that were popular during the 1980s

What are its key characteristics? A flat, vectorised style that is often accented with bright, saturated colour choices.

Can you name one of the main designers of this design movement? In the early 80s, Italian designer and architect **Ettore Sottsass**, founded Memphis, a group of artists and designers who became known for their bright and bold furniture design.

Thermoplastic

Acrylic - This is the most common plastic in a school workshop. It is purchased usually in the form of sheets and comes in a range of colours. It is resistant to most acids and weather conditions.

Polythene - Can be moulded into almost any form due to its excellent moulding qualities. Used for the production of bottles, bowls, toys, tube etc.

Thermosetting

Melamine Formaldehyde - Used in the production of plastic laminates because of its smooth surface and hygienic qualities. Also used in electrical plugs and sockets because it can be cast and it is an excellent insulator.

Urea Formaldehyde (UF): Has physical properties of high hardness and high toughness, making it suitable for strong, knock-resistant electrical fittings. It is also scratch resistant and a very good electrical insulator, making electrical fittings manufactured from this polymer safe to use.

Design Considerations

Aesthetics: What does it look like – colour/texture/ shape?

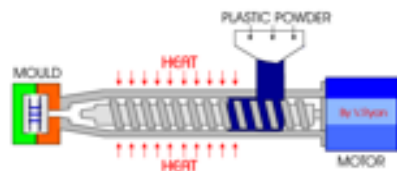
Ergonomics: Using anthropometric data to ensure the product and users fit together well.

Environment: Considering the impact of the product on the environment from material extraction to end-use

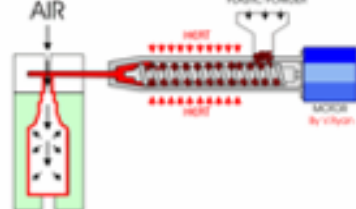
Materials: What material/s is it made out of? Why?

Function: What is the purpose of the product? What does it do? How does it do this?

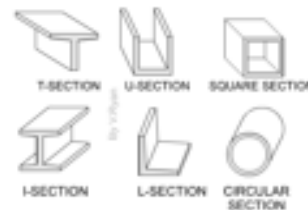
Injection moulding of plastics



Blow moulding of plastics



Example of shapes which have been extruded



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 baudre 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 beshrewen meaning to curse, pervert
caldoff	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	booding 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 Lat-in 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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Enjoyment

Success

Community

Opportunity

Resource Challenges

Resources are things that humans require for life or to make our lives easier. Humans are becoming increasingly dependent on exploiting these resources, and as a result they are in high demand.

Significance of Water

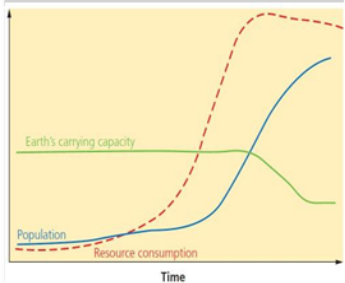
Resources such as food, energy and water are what is needed for basic human development.

FOOD	WATER	ENERGY
Without enough nutritious food, people can become malnourished . This can make them ill. This can prevent people working or receiving education.	People need a supply of clean and safe water for drinking, cooking and washing. Water is also needed for food, clothes and other products.	A good supply of energy is needed for a basic standard of living. People need light and heat for cooking or to stay warm. It is also needed for industry.

Demand outstripping supply

The demand for resources like food, water and energy is rising so quickly that supply cannot always keep up. Importantly, access to these resources vary dramatically in different locations

1. Population Growth	2. Economic Development
<ul style="list-style-type: none"> Currently the global population is 7.3 billion. Global population has risen exponentially this century. Global population is expected to reach 9 billion by 2050. With more people, the demand for food, water, energy, jobs and space will increase. 	<ul style="list-style-type: none"> As LIDs and NEEs develop further, they require more energy for industry. LIDs and NEEs want similar lifestyles to HICs, therefore they will need to consume more resources. Development means more water is required for food production as diets improve.



Resource Reliance Graph

Consumption – The act of using up resources or purchasing goods and produce.
Carry Capacity – A maximum number of species that can be supported.

Resource consumption exceeds Earth's ability to provide!

3. Changing Technology and Employment

- The demand for resources has driven **the need for new technology** to reach or gain more resources.
- More people in the **secondary and tertiary industry** has increased the **demand for resources** required for electronics and robotics.

Food in the UK

Growing Demand

- The UK imports about 40% of its food. This increases people's **carbon footprint**.
- There is growing demand for greater choice of **exotic foods** needed all year round.
- Foods from abroad are more affordable.
- Many food types are unsuitable to be grown in the UK.

Impact of Demand

Foods can travel long distances (food miles). Importing food adds to our carbon footprint.

- + Supports workers with an income
- + Supports families in LICs.
- + Taxes from farmers' incomes contribute to local services.
- Less land for locals to grow their own food.
- Farmers exposed to chemicals.

Agribusiness

Farming is being treated like a **large industrial business**. This is **increasing food production**.

- + Intensive farming maximises the amount of food produced.
- + Using machinery which increases the farms efficiency.
- Only employs a small number of workers.
- Chemicals used on farms damages the habitats and wildlife.

Sustainable Foods

Organic foods that have little impact on the environment and are healthier have been rising. Local food sourcing is also rising in popularity.

- Reduces emissions by only eating food from the UK.
- Buying locally sourced food supports local shops and farms.
- A third of people **grow their own food**.

Water in the UK

Growing Demand

The average water used per household has risen by **70%**. This growing demand is predicted to increase by **5% by 2020**.

This is due to:

- A growing UK population.
- Water-intensive appliances.
- Showers and baths taken.
- Industrial and leisure use.
- Watering greenhouses.

Deficit and Surplus

The north and west have a **water surplus** (more water than is required). The south and east have a **water deficit** (more water needed than is actually available). More than half of England is experiencing **water stress** (where demand exceeds supply).

Pollution and Quality

Cause and effects include:

- Chemical run-off from farmland can destroy habitats and kills animals.
- Oil from boats and ships poisons wildlife.
- Untreated waste from industries creates unsafe drinking water.
- Sewage containing bacteria spreads infectious diseases.

Water stress in the UK

Unit 2c

The Challenge of Resource Management

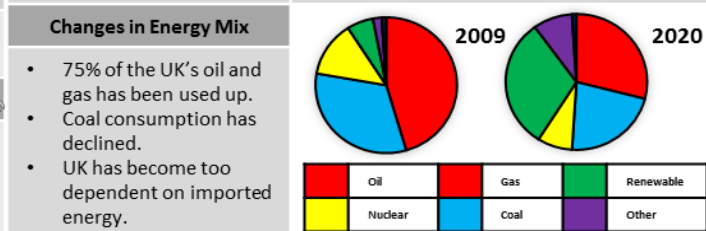
Energy in the UK

Growing Demand

The UK **consumes less energy** than compared to the 1970s despite a smaller population. This is due to the **decline of industry**.

Energy Mix

The majority of UK's energy mix comes from **fossil fuels**. By 2020, the UK aims for 15% of its energy to come from **renewable sources**. These renewable sources do not contribute to **climate change**.



Management

UK has **strict laws** that limits the amount of discharge from factories and farms. **Education campaigns** to inform what can be disposed of safely. **Waste water treatment plants** remove dangerous elements to then be used for safe drinking. Pollution traps catch and filter pollutants.

Water Transfer

Water transfer involves moving water through pipes from areas of surplus (Wales) to areas of deficit (London). **Opposition includes:**

- Effects on **land and wildlife**.
- High maintenance **costs**.
- The **amount of energy** required to move water over long distances.

Energy in the UK (continued)

Significance of Renewables

- + The UK government is investing more into low carbon alternatives.
- + UK government aims to meet targets for reducing emissions.
- + Renewable sources include wind, solar and tidal energy.
- Although infinite, renewables are still expensive to install.
- Shale gas deposits may be exploited in the near future

Exploitation

Nuclear	New plants provide job opportunities. Problems with safety and possible harm to wildlife. Nuclear plants are expensive.
Wind Farm	Locals have low energy bills. Reduces carbon footprint. Construction cost is high. Visual impacts on landscape. Noise from wind turbines.



Food Security is when people at all times need to have physical & economic access to food to meet their dietary needs for an active & healthy life. This is the opposite to Food Insecurity which is when someone is unsure when they might next eat.



Human

- **Poverty** prevents people affording food and buying equipment.
- **Conflict** disrupts farming and prevents supplies.
- **Food waste** due to poor transport and storage.
- **Climate Change** is affecting rainfall patterns making food production difficult.

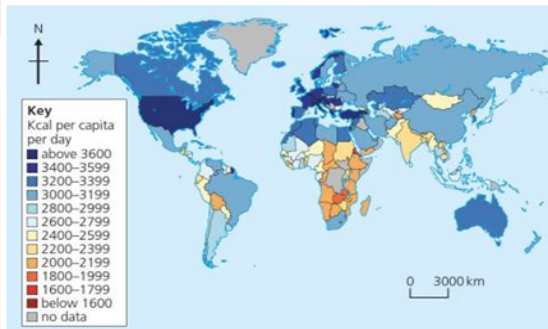


Physical

- The **quality of soil** is important to ensure crops have key nutrients.
- **Water supply** needs to be reliable to allow food to grow.
- **Pest, diseases and parasites** can destroy vast amounts of crops that are necessary to populations.
- **Extreme weather** events can damage crops (i.e. floods).

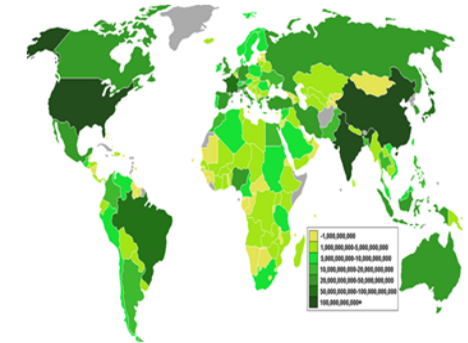
Daily Calorie Intake

This map shows how many **calories per person** that are consumed on average for each country. This can indicate the global distribution of **available food and food inequality**.



Food Supply

This map shows the amount of **food produced** in different countries. Whilst Asia and North America have **high** production outputs, Africa and Central America have **low** production outputs.



Increasing Food Supply

- **Hydroponics** - A method of growing plants without soil. Instead they use nutrient solution.
- **New Green Revolution** - Aims to improve yields in a more sustainable way. Involves using both GM varieties and traditional and organic farming.
- **Biotechnology** - Genetically modified (GM) crops changes the DNA of foods to enhance productivity and properties.
- **Irrigation** - Artificially watering the land so crops can grow. Useful in dry areas to make crops more productive.



Sustainable Food Supply

This ensures that **fertile soil, water and environmental resources** are available for future generations.



- **Organic Farming** - The banned use of chemicals and ensuring animals are raised naturally.
- **Permaculture** - People growing their own food and changing eating habits. Fewer resources are required.
- **Urban Farming** - Planting crops in urban areas. i.e. roundabouts.
- **Managed Fishing** - Includes setting catch limits, banning trawling and promoting pole and line methods.

C.S. Thanet Earth



Located in Kent, the site involves four huge greenhouses using hydroponics.

Advantages

- Supports more than 500 jobs.
- Produces food all year round.
- Provides UK with food security.

Disadvantages

- Money generated mostly goes to large companies not community.
- Requires a lot of energy.
- Causes visual & light pollution.

C.S. LIC - Indus Basin Irrigation System

Largest irrigation scheme in the world. Involves large and small dams. Thousands of channels provides water to supports Pakistan's rich farmlands.



Advantages

- Improves food security by adding 40% more land for farming.
- Increased yield & range of foods.

Disadvantages

- Few take an unfair share of water
- Water is wasted and demand is rising due to population growth.
- High cost to maintain reservoirs.

Geography

Why was there still conflict in Europe after World War I?

Key Figures



Adolf Hitler – Leader of the Nazi Party. He became leader of Germany in 1933, believed in a strong army and that German people were superior. Was responsible for the Second World War

Heinrich Himmler – Another leading Nazi, during World War II he would be in charge of killing millions of Jews

Joseph Goebbels – Nazi who was in charge of making propaganda

Joseph Stalin – Leader of the Soviet Union (Russia), he was a communist dictator and eventually joined the Allies to defeat Germany

Winston Churchill – Prime Minister of Britain during the Second World War

Key Points

Treaty of Versailles – An agreement between Germany, France, Britain and the USA after WWI. Germany were forced to take blame for WWI and pay the others as compensation.

Soviet Union – Since 1917 Russia was known as the Soviet Union (or the USSR). It was a communist country and the complete opposite to Nazi Germany

The Great Depression – After 1929 countries across the world became incredibly poor, a record number of people were unemployed, starving and homeless.

The Holocaust – This is the title given to the Nazi attempt to exterminate the Jews and target them throughout the 1930s

World War II – Fought between 1939 and 1945 between the Allies (Britain, USA, USSR and allies) against the Axis (Germany, Italy, Japan and allies)



Key Words

Democracy – A way of running a country. People vote for who they want to be in charge.

Dictatorship – Another way of running the country. Dictatorships are ruled by one person (a dictator) who decides on everything

Communism – A type of government who believes everyone is equal and works for everyone. Everyone is paid the same in communism

Propaganda – posters, adverts, speeches, films that make people think a certain way, in other words brainwashing people

Nazi – A shortening of *The National Socialist German Workers' Party*. A political party led by Hitler who ruled Germany from 1933.



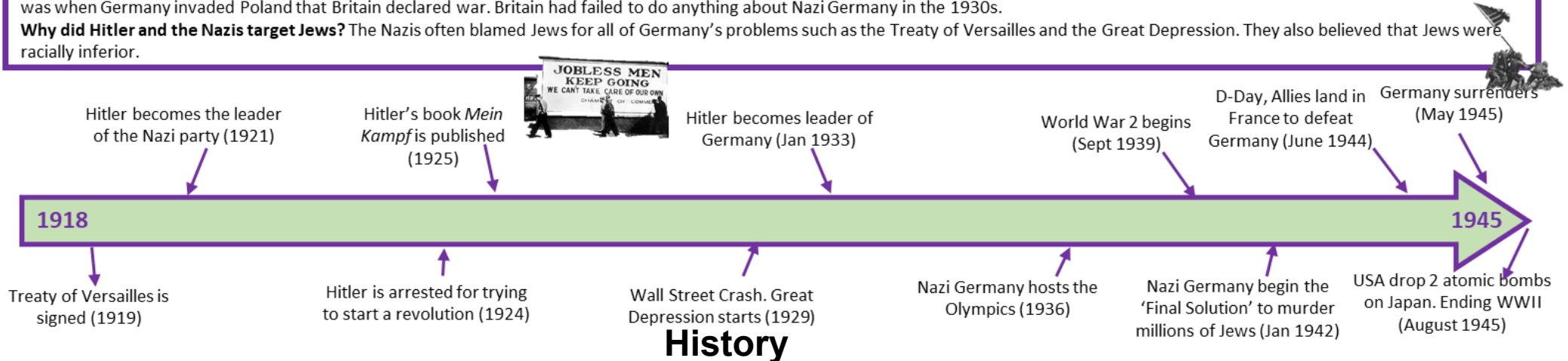
Key Questions

What did Hitler and the Nazis believe? They believed the German people were superior to others, people such as Jews and homosexuals didn't belong in Germany. Hitler wanted to make Germany strong by making its army strong, taking over more land and by improving German industry.

Why did people support Hitler? A lot of people were angry and what Germany was like after World War One, Hitler seemed like he had the answers and was a strong leader. He blamed others for Germany's problems and promised to make Germany and people's lives better.

Why did World War 2 start? Hitler and Nazi Germany wanted to take over parts of Europe as they believed it belonged to German people, one of the countries that Germany invaded was Poland. It was when Germany invaded Poland that Britain declared war. Britain had failed to do anything about Nazi Germany in the 1930s.

Why did Hitler and the Nazis target Jews? The Nazis often blamed Jews for all of Germany's problems such as the Treaty of Versailles and the Great Depression. They also believed that Jews were racially inferior.



History

Community

Opportunity

"Inspiring Education for All"

Enjoyment

Success

Knowledge Organiser for Mathematics – VOCABULARY

Fraction	Reciprocal
Ratio	Scale factor
Proportion	Inverse
Percentage	Operator
Numerator	Terminating
Denominator	Unitary
Division	Simplest form
Equivalent	Simple Interest
Integer	Compound Interest
Decimal	Greater than
Recurring	Product
Polygon	



Knowledge Organiser for Mathematics – FACTS & FORMULAE

To find 10% of an amount divide the amount by 10.

10% of 45 is 4.5 because $45 \div 10 = 4.5$

To convert from a fraction to a decimal divide the numerator by the denominator.

$$\frac{3}{8} = 3 \div 8 = 0.375$$

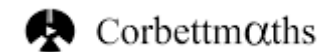
To convert from a decimal to a percentage multiply the decimal by 100.

$$0.375 \times 100 = 37.5\%$$

A number and its reciprocal will have a product of -1.

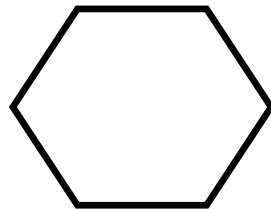
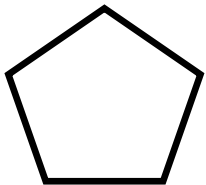
Knowledge Organiser for Mathematics – USEFUL LINKS

- * <https://vle.mathswatch.co.uk/>
- * PASSWORD: bucklers123
- * <https://corbettmaths.com/>
- * <https://www.drfrostmaths.com/>
- * PASSWORD:
- * <https://www.bbc.co.uk/bitesize>
- * <https://www.khanacademy.org/>



Knowledge Organiser for Mathematics – SHAPES

Students often confuse these two shapes:



PENTAGON (5 sided polygon)

HEXAGON (6 sided polygon)



Make sure **YOU** know the difference!

Knowledge organiser quiz – YEAR 9 – Term 2

- What does the word DENOMINATOR mean in mathematics?
- Convert each of the numbers in the table from a fraction to a decimal or vice versa.

Fraction to decimal	Decimal to fraction
$\frac{1}{10}$	0.6
$\frac{3}{8}$	0.45
$\frac{3}{5}$	0.2
$\frac{3}{5}$	0.25
$\frac{3}{4}$	0.125

- What is 10% of 500?
- What is the reciprocal of 2?
- If 10% is 50, what will 5% be?
- What does the word PRODUCT mean in mathematics?
- If PENT is five and HEX is six what is OCT?
- What does the word INTEGER mean in mathematics?
- Clare says the reciprocal of 0.5 is 5. Is she correct? Explain your answer.
- If 10% is 56 what will 7.5% be?
- Write $\frac{12}{20}$ in its simplest form.
- Find three fractions equivalent to $\frac{7}{10}$.
- Convert 0.67 into a percentage.
- This is Dave's working to the question: Find 23% of 450. He has made a mistake. Correct Dave's working.

450

10% = 45

1% = 5

1% = 5

+ 1% = 5

23% = 60

I want to add another section the knowledge organiser called "Maths in Action".

Research how angles, shapes and factors, multiples and primes are used in everyday life. Add your findings to the section below.



Knowledge Organiser for Mathematics - MATHS IN ACTION



Useful verbs

Acheter	to buy
Apporter	to bring
Assister	to attend
Avoir lieu	to take place
Boire	to drink
Chanter	to sing
Danser	to dance
Décorer	to decorate
Épouser	to marry
Espérer	to hope
Étonner	to surprise
Fêter	to celebrate
Inviter	to invite
Manger	to eat
Offrir	to offer
Organiser	to organise
Partager	to share
Passer	to spend time
Recevoir	to receive
Remercier	to thank
Rencontrer	to meet
S'amuser	to have fun
Se passer	to take place/to happen
Se marier	to get married

Key points:

Opportunity to use tenses!

Present
Perfect
Imperfect
Future
Conditional

Question Practice:

BASIC : Avec qui aimes-tu fêter ton anniversaire ? *J'aime fêter mon anniversaire avec mes amis et ma famille.*

BETTER : Où as-tu fêté ton anniversaire l'année dernière? *L'année dernière je suis allé au restaurant avec mes amis. J'ai mangé de la pizza et un gâteau au chocolat comme dessert. C'était délicieux !*

BEST : Qu'aimerais-tu faire pour fêter ton anniversaire l'année prochaine ? *Alors, en septembre j'aurai dix-sept ans et j'aimerais apprendre à conduire. Mon père m'a dit que si je réussis je puis avoir ma propre voiture !*

Vocabulary

L'anniversaire	birthday	Le jour de l'An	New Year's Day
Une boîte de nuit	a night club	Le jour férié	public holiday
Bon anniversaire	happy birthday	Joyeux Noël	Merry Christmas
Bouddhiste	Buddhist	Juif	Jewish
Le cadeau	present	Le Mardi Gras/la Chandeleur	Shrove Tuesday
La carte	card	La mosquée	mosque
Catholique	Catholic	Musulman	Muslim
Chrétien	Christian	La naissance	birth
Le concert	concert	Les noces	wedding
Le défilé	procession	Pâques	Easter
L'église	church	Le poisson d'avril	April Fool's joke
Félicitations	congratulations	Le premier avril	April Fool's day
Le festival	festival	Protestant	Protestant
La fête	festival/celebration/party	Religieux	religious
La fête des mères	Mother's Day	Un repas	a meal
La fête nationale	national holiday/Bastille day	Un restaurant	a restaurant
La fête des rois	epiphany	Le Saint-Sylvestre	New Year's Eve
La fête du travail	May Day bank holiday	Le Saint-Valentin	St.Valentine's Day
Les feux d'artifice	fireworks	Sikh	Sikh
Le gâteau	cake	Le spectacle	the show
Hindou	Hindu	La Toussaint	All Saint's Day
L'hôtel de ville	town hall	La veille/le réveillon de Noël	Christmas Eve

Watch out for some irregular future tense verbs!
Here are some of the most common ones.

Aller – j'irai	avoir – j'aurai	Être – je serai	Faire – je ferai	Pouvoir – je pourrai	Vouloir – je voudrai
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Remember: You can also use the present tense of "aller" + the infinitive to express the future e.g. *Je vais fêter* – I will celebrate

Future Tense

Use the infinitive as the stem e.g. "fêter" and add the endings below.

Je fêterai	I will celebrate
Tu fêteras	You will celebrate
Il/elle/on fêtera	He/she/we will celebrate
Nous fêterons	We will celebrate
Vous fêterez	You will celebrate
Ils/elles fêteront	They will celebrate

Asking Questions

À quelle heure?	At what time?
Est-ce que ?	Does?
C'est combien ?	How much is it ?
Combien ?	How many?
Où ?	Where?
Quand ?	When?
Que ?	What?
Quel/quelle/quels/quelles ?	Which?
Qu'est-ce que ?	What?
Qui ?	Who?

MFL—French

"Inspiring Education for All"

Useful verbs	
Acheter	to buy
Adorer	to love
Aimer	to like
Avoir	to have
Avoir faim	to be hungry
Avoir soif	to be thirsty
Boire	to drink
Choisir	to choose
Commander	to order
Cuisiner	to cook
Demander	to ask
Détester	to hate
Devoir	to owe
Gouter	to taste
Manger	to eat
Payer	to pay
Penser	to think
Prendre	to take
Préparer	to prepare
Réserver	to book
Rôtir	to roast
Trouver	to find
Utiliser	to use
Vendre	to sell
Verser	to pour
Vouloir	to want to

Key points:

- Regional specialities in France/French speaking countries.
- Eating habits, cultural traditions.
- Markets, food for special occasions, restaurant meals.
- Opinions, preferences.

Demonstrative Pronouns	
Used to say "this one/those ones/those ones".	
Masculine Singular	Feminine Singular
celui	celle
Masculine Plural	Feminine Plural
ceux	celles

Quantifiers, quantities and intensifiers			
Assez	enough	Très	very
Une boîte de	a tin/box of	Beaucoup	a lot
Une bouteille de	a bottle of	Un kilo de	a kilo of
Grammes de	grams of	La moitié	half
Moins	less	Un peu	a little
Un paquet de	a packet of	Un pot de	a pot of
Plus	more	Une tablette de	a bar of
Un quart	quarter	Une tranche de	a slice of
Un tiers	third	Trop	too much

Question Practice:

BASIC : Qu'est-ce que tu aimes manger ? J'adore manger le fastfood. Je préfère les hamburgers.

BETTER : Parle-moi de la dernière fois que tu es allé(e) au restaurant. Nous sommes allés au restaurant le weekend dernier. La nourriture était délicieuse et elle n'était pas chère.

BEST : Quel serait ton repas idéal ? Selon moi, mon repas idéal serait un repas algérien comme le couscous. J'aimerais le manger en Algérie pour goûter un repas authentique !

Useful Restaurant Phrases /Vocabulary	
L'addition	bill
L'assiette	plate
Bien cuit	well-cooked
La boisson	drink
La carte	menu
Chaud	hot
Le couteau	knife
La cuillère	spoon
Délicieux/euse	delicious
Le dessert	dessert
Le déjeuner	lunch
Le dîner	dinner
L'entrée	starter
Epicé/piquant	spicy
La fourchette	fork
Froid	cold
Le garçon	waiter
Les hors d'œuvre	starters
Le petit-déjeuner	breakfast
Le plat du jour	dish of the day
Le plat principal	main dish
Le repas	meal
Salé	salty
Le serveur/la serveuse	waiter/waitress
Les spécialités de la région	regional specialities
Sucré	sweet
La tasse	cup
Le verre	glass
À l'intérieur	inside
À l'extérieur	outside
À la terrasse	patio / outside seating area
Service compris	service included
Je suis allergique au/à la/à l/aux	I am allergic to
Je suis végétalien(ne)	I am vegan
Je suis végétarien(ne)	I am vegetarian
Je voudrais	I would like
Ça fait combien?	How much is it?

Vocabulary	
Les fruits	fruit
L'ananas	pineapple
La banane	banana
Le citron	lemon
La fraise	strawberry
La framboise	raspberry
La poire	pear
La pomme	apple
Les raisins	grapes
Les légumes	vegetables
La carotte	carrot
Les champignons	mushrooms
Le chou	cabbage
Les haricots	beans
l'oignon	onion
Les petits-pois	peas
La pomme de terre	potato
La viande	meat
L'agneau	lamb
Le bifteck	steak
Le bœuf	beef
Le canard	duck
La dinde	turkey
Le jambon	ham
Le poulet	chicken
Le beurre	butter
Le casse-croute	snack
La confiture	jam
La crêpe	pancake
La crevette	prawn
Le croque-monsieur	cheese and ham on toast
Les frites	chips
Les fruits de mer	shellfish
Le fromage	cheese
Le gâteau	cake
La glace	ice cream
L'œuf	egg
Le pain	bread
Les pâtes	pasta
Le poisson	fish
Le riz	rice
Le saumon	salmon
Le sel	salt
Le sucre	sugar
Le thon	tuna
Le yaourt	yoghurt

MFL—French

"Inspiring Education for All"

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'entraîner	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

Key points:

Healthy lifestyle: eating, sport and physical exercise
Benefits of healthy lifestyle
Poor health and allergies
Unhealthy lifestyle and its disadvantages

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".

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

Question Practice:

BASIC : *Manges-tu les fastfoods ? Je mange les hamburgers rarement, mais j'aime manger les frites !*

BETTER : *Que fais-tu pour garder la forme ? D'habitude je fais de la musculation chaque jour au gymnase parce que j'adore ça.*

BEST : *Que manges-tu pour être en bonne santé ? J'essaie d'éviter la nourriture grasse et je suis conscient(e) du besoin de ne pas manger trop de sucreries. Il faut bien manger et on recommande de prendre au moins cinq portions de fruits et légumes chaque jour.*

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
Équilibré	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



Lifestyle: Festivals and celebrations

Was ist dein Lieblingsfest? Mein Lieblingsfest ist ... , weil ...

Wie findest du traditionelle Feste? Ich finde diese Feste ... , weil ...

Was machst mormalerweise zum Geburtstag? Ich habe / esse / trinke / gehe ...

Was hast du letztes Jahr zum Geburtstag gemacht? Ich habe ... gehabt / gemacht / gegessen/ getrunken

Was wirst du an deinem nächsten Geburtstag machen? Ich werde ... haben / machen / essen / trinken

Wie wäre deine Traumparty? Meine Traumparty wäre / Ich würde ... essen / trinken

Warst du schon bei einem Musikfest? Ja, ich war ... / Nein, aber ich möchte ...

Welches Fest möchtest du besuchen? Ich möchte ... besuchen, weil ...

Musikfeste

Vorteile	Nachteile
Man kann viele Bands sehen.	Sie sind sehr teuer. Sie sind zu laut.
Es gibt eine tolle Stimmung.	Es gibt viel Abfall.
Es macht Spaß.	Man muss zelten.
Es gibt leckeres Essen.	Es gibt zu viele Menschen.
Man lernt neue Leute kennen.	Sie sind schlecht für die Umwelt.

Useful vocabulary

die Sitte	custom
der Geburtstag	birthday
Feuerwerke	fireworks
der Feiertag	bank holiday
das Fest	festival
die Party	party
Weihnachten	Christmas
Heiligabend	Christmas Eve
Silvester	New Year's Eve
Neujahr	New Year
die Tradition	tradition
das Festessen	feast
der Karneval	carnival
die Maske	mask
das Kostüm	outfit/ costume
die Hochzeit	wedding
die Weltmeisterschaft	world cup

Useful verbs

besuchen	to visit
tragen	to wear
feiern	to celebrate
sehen	to see
sich verkleiden	to dress up
schenken	to give (a present)
bekommen	to receive

Describing fiestas and festivals

laut	interessant	gefährlich
lustig	unterhaltsam	wichtig
entspannend	dumm	toll
faszinierend	inspirierend	doof
teuer	traditionell	unvergesslich

Past tense

Ich hatte	I had
Es war	It was
Es gab	There was/were
Ich bin ... gegangen	I went ...
Es hat mir gut gefallen	I enjoyed it

Famous festivals

Weiberfastnacht	Rheinland
Oktoberfest	München
Wurstmarkt	Bad Dürkheim
Karneval	Köln
Rock am Ring	Nürnberg

Traditionen sind sehr wichtig für unsere Kultur – Traditions are very important for our culture.

Ich verbringe Zeit mit meiner Familie – I spend time with my family.

Es gibt oft leckeres Essen aus der ganzen Welt – There is often tasty food from all over the world.

Letztes Jahr haben wir die Feuerwerke gesehen – Last year we watched the fireworks.

Man hat ein besseres Verständnis von anderen Kulturen – You have a better understanding of other cultures.



Customs and Traditions: Food and drink



Was isst du gern? Ich esse gern ... , weil ...
Was ist dein Lieblingsessen? Mein Lieblingsessen ist ... , weil ...
Kochst du gern? Ich koche (nicht) gern, weil ...
Wie findest du regionale Gerichte? Ich finde regionale Gerichte ...
Wann bist du zum letzten Mal ins Restaurant gegangen. Ich bin ... gegangen
Was wäre deine ideale Mahlzeit? Ich würde ... essen
Was für Essen möchtest du probieren? Ich möchte ... probieren

Useful adjectives

ekelhaft	disgusting
gut	good
cremig	creamy
lecker	delicious
süß	sweet
frisch	fresh
fettig	greasy
schlecht	bad
ungesund	unhealthy
scharf	spicy
erfrischend	refreshing
köstlich	delicious
herrlich	tasty
salzig	salty
gesund	healthy

To add extra emphasis to an adjective, add intensifiers like **sehr** (very), **zu** (too), **ein bisschen** (a bit), **wirklich** (really) or **ziemlich** (quite).

fast-Food – fast food
fertiggerichte – ready meals
italienisches/Indisches Essen – Italian/ Indian food
Mexicanisches/Chinesisches Essen – Mexican/Chinese food
pizza zum Mitnehmen – take away pizza

Useful vocabulary

die Flasche	bottle
die Küche	kitchen
Lebensmittel	groceries
das Besteck	cutlery
der Löffel	spoon
das Messer	knife
der Ofen	oven
die Mikrowelle	microwave
die Dose	can
der Topf	pot
die Tüte	bag
das Stück	piece
das Rezept	recipe
die Tasse	cup
die Gabel	fork
das Glas	glass/jar
die Portion	portion

Mealtimes

Mittagessen	lunch	Mahlzeiten	meals
Getränke	drinks	Frühstück	breakfast
Abendessen	evening meal	Snacks	snacks

Die Speisekarte

Vorspeise	alkoholische Getränke
Hauptspeise	alkoholfreie Getränke
Nachtsch	Gemüse / Fleisch / Fisch

Ordering food in a restaurant

Ich möchte...
 Ich will ...
 Ich nehme ...
 Für mich ...
 Ich hätte gern ...
 Zuerst ...
 Und dann ...
 Als Vorspeise ...
 Als Hauptspeise...
 Zum Nachtsch ...

Useful verbs

braten	to roast
grillen	to grill
zu Mittag essen	to have lunch
trinken	to drink
zu Abend essen	to have dinner
kochen	to cook
essen	to eat
frühstücken	to have breakfast
vorbereiten	to prepare
schmecken	to taste
probieren	to try
bedienen	to serve
Hunger haben	to be hungry
Durst haben	to be thirsty
bestellen	to order

Wasser	water	Garnelen	prawns
Mineralwasser	mineral water	Eis	ice cream
Frikadellen	meatballs	Ei	egg
Rostbraten	roast; joint	Milch	milk
Zucker	sugar	Kopfsalat	lettuce
Getränk	drink	Gemüse	vegetables
Butterbrot	sandwich	Butter	butter
Flasche	bottle	Meeresfrüchte	seafood
Kaffee	coffee	Marmalade	jam
Tee	tea	Senf	mustard
Süßigkeit	sweet	Sahne	cream
Fleisch	meat	Brot	bread
Bier	beer	Kuchen	cake
Kaugummi	chewing gum	Chips	chips
Schokolade	chocolate	Pommes	chips
Wurst	sausage	Fisch	fish
Kotelett	chop, cutlet	Hähnchen	chicken
Salat	salad	Käse	cheese
Vorspeisen	starters	Rezept	recipe
Obst	fruit	Salz	salt
Kekse	biscuits	Soße	sauce



Lifestyle: Health and fitness

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 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

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
- regelmäßig regularly
- ab und zu now and then
- jeden Tag every day
- selten rarely
- zweimal pro Woche twice a week
- jede Woche every week

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.

MFL—German

MI FAMILIA

¿Tienes hermanos?
Do you have any brothers
or sisters?



✓ Sí tengo...

✗ No, no
tengo
hermanos.

A. SIBLINGS

Tengo	I have
No tengo	I don't have
¿Tienes...?	Do you have...?
un hermano	a brother
una hermana	a sister
que se llama	who is called
que se llaman	who are called
Soy	I am
hijo único	an only child (m)
hija única	an only child (f)

B. LA FAMILIA

mi amigo	my friend (m)
mi hermanastro	my step brother
mi hermano	my brother
mi abuelo	my grandfather
mi tío	my uncle
mi padre	my father
mi hermanastra	my step sister
mi amiga	my friend (f)
mi madre	my mother
mi abuela	my grandmother
mi hermana	my sister
mi familia	my family
mi tía	my aunt
mis padres	my parents
mis abuelos	my grandparents
aquí está	Here is

C. PERSONALIDAD

Soy	I am
Eres	You are
Es	He is
Es	She is
activo/a	active
hablador(a)	chatty
gracioso/a	funny
perezoso/a	lazy
deportista	sporty
amable	nice
tímido/a	shy

Describe tu
personalidad.
Describe your
personality.

UPGRADE YOUR DESCRIPTIONS

y— and	totalmente—
pero— but	completely
también— also	almost always
siempre— always	muy— very
a menudo— often	demasiado— too
a veces— sometimes	bastante— quite
normalmente— normally	

D. LOS ANIMALES

un conejo	a rabbit
un perro	a dog
un gato	a cat
un pez dorado	a goldfish
una serpiente	a snake
un pájaro	a bird
un hámster	a hamster
un cobayo	a guinea pig
un ratón	a mouse
una tortuga	a tortoise
una araña	a spider
un caballo	a horse

¿Tienes mascotas?
Do you have any
pets?

✓ Sí, tengo...

✗ No, no
tengo
mascotas.

MI FAMILIA

POSSESSIVE ADJECTIVES

This is not your pen! It is my pen!

	Masculine Singular	Feminine Singular	Plural (Masculine and Feminine)
MY	mi	mi	mis
YOUR	tu	tu	tus
HIS / HER	su	su	sus

E. EL PELO

Tengo	I have
Tienes	You have
Tiene	He/she has
el pelo	hair
el pelo castaño	brown hair
el pelo rubio	blonde hair
el pelo negro	black hair
Soy pelirrojo/a.	I have red/
el pelo corto	short hair
el pelo largo	long hair
el pelo rizado	curly hair
el pelo liso	straight hair
el pelo ondulado	wavy hair
No tengo pelo.	I don't have any hair.

F. LOS OJOS

Tengo	I have
Tienes	You have
Tiene	He/she has
los ojos	Eyes
los ojos azules	blue eyes
los ojos verdes	green eyes
los ojos grises	grey eyes
los ojos marrones	brown eyes

¿De qué color son
tus ojos y tu pelo?
What colour are
your hair and eyes?

ADJECTIVE AGREEMENTS

	M	F	MP	FP
Red	rojo	roja	rojos	rojas
Yellow	amarillo	amarilla	amarillos	amarillas
Green	verde	verde	verdes	verdes
Orange	naranja	naranja	naranja	naranja
Blue	azul	azul	azules	azules
White	blanco	blanca	blancos	blancas
Black	negro	negra	negros	negras
Brown	marrón	marrón	marrones	marrones
Purple	morado	morada	morados	moradas
Pink	rosa	rosa	rosa	rosa
Grey	gris	gris	grises	grises

Tengo los ojos
verdes.

Tengo el pelo
castaño y liso.

MFL—Spanish

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Community

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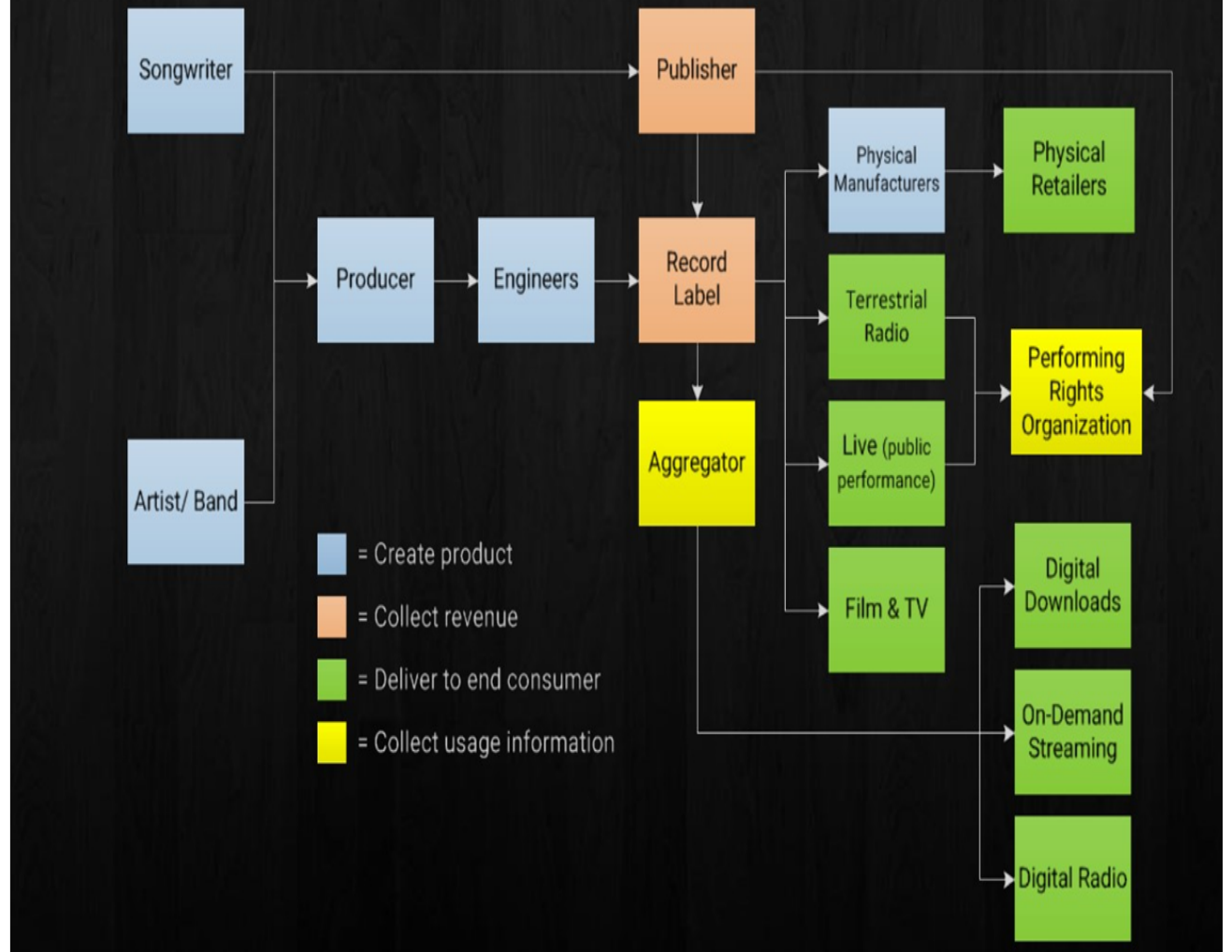
Enjoyment

Success

Keyword	Definition
Target Audience	Who the music/product is aimed at.
Copyright	The legal right of ownership to an original composition.
Royalties	Every time music is used commercially (played), a percentage of earnings is given to the artist, label, songwriter etc.
PRS Performing Rights Society	Licences the composer's copyright for public performances of their songs (eg: broadcast, gig).
M.C.P.S Mechanical Copyright Protection Society	Licenses the composer's copyright for sound recordings (ie CD, MP3). Collects money for the sale of a physical format of the song such as a CD or digital recording.
Streaming	Music which is delivered in real time rather than downloaded. Spotify is an example of a streaming site.

Year 9 Knowledge Organiser

Recorded Music SC - Today (Digital Era - major artist)



Music

Community

Opportunity

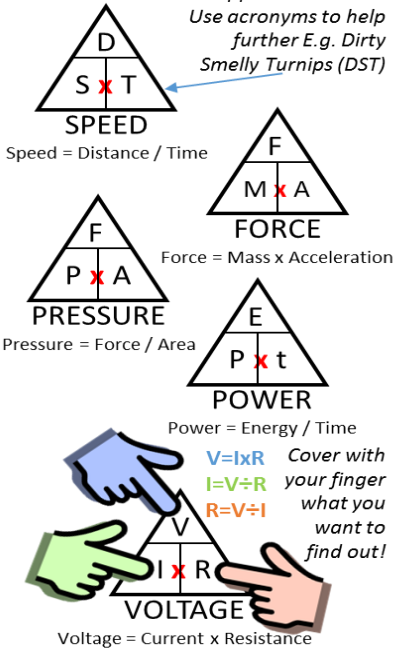
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SCIENCE NUMERACY

Remembering "formula triangles" makes recall & application easier!
Use acronyms to help further. E.g. Dirty Smelly Turnips (DST)



Standard Form:

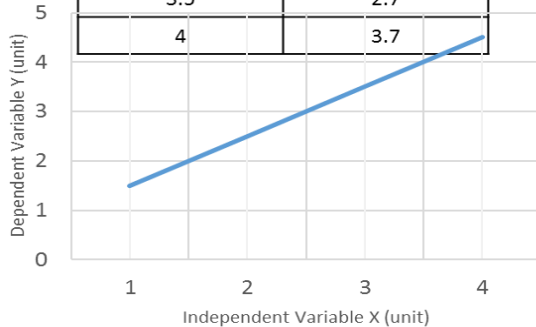
0.001	=	1×10^{-3}
0.01	=	1×10^{-2}
0.1	=	1×10^{-1}
10	=	1×10^1
100	=	1×10^2
1,000	=	1×10^3
10,000	=	1×10^4
100,000	=	1×10^5

Averages:

Values: a, b, c, d
Average = $(a+b+c+d) \div 4$
The reason we $\div 4$ is because there were 4 values. Remember, the average can **never** be less than the **smallest** or **bigger** than the **biggest** value.

tera	T	$\times 10^{12}$
giga	G	$\times 10^9$
mega	M	$\times 10^6$
kilo	k	$\times 10^3$
centi	c	$\times 10^{-2}$
milli	m	$\times 10^{-3}$
micro	μ	$\times 10^{-6}$
nano	n	$\times 10^{-9}$

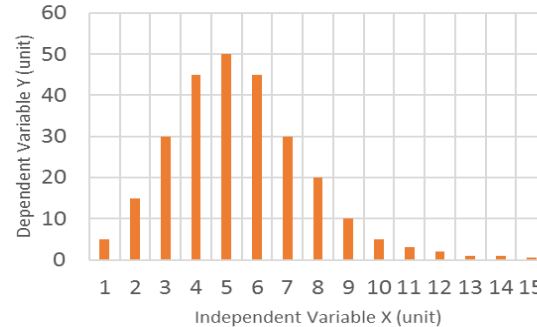
Independent Variable: X-Values	Dependent Variable: Y-Values
0	0
0.5	0.6
0.7	2.7
1.8	1.5
2	2
2.6	1.8
3.5	2.7
4	3.7



Interpreting Graphs:

The graph above shows a positive linear correlation between X and Y. As X increases, Y also increases proportionately. An example of this might be the distance travelled over time by an object moving at a steady speed.

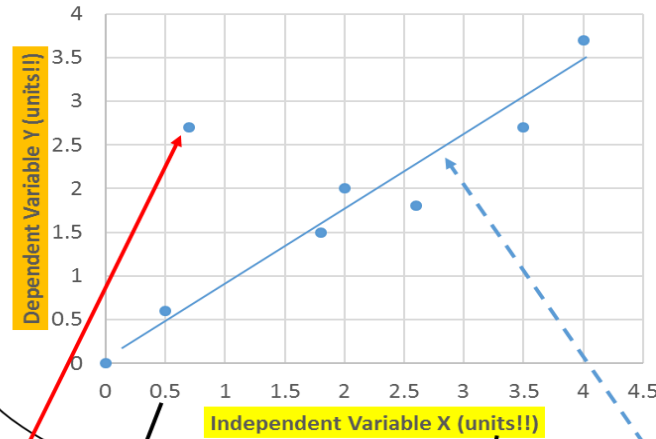
Anomalous results (outliers) are results which are inconsistent with other observations. An outlier may be due to variability in the measurement or it may indicate experimental error; the latter are sometimes excluded from the data set.



Interpreting Graphs:

The graph above shows a positively skewed normal distribution (because it leans to the left). It shows that X=5 is the most common X variable value. This could be something like the number of leaves (Y) found of a particular length (X) on a tree.

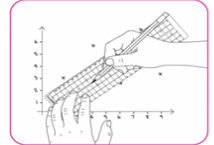
A graph showing how Independent Variable "X" affects Dependent Variable "Y"



Linear Scale – Start at Zero unless there is a very good reason not to. ALWAYS go up in even sized steps / chunks! Logarithmic scales aren't generally necessary at GCSE level.

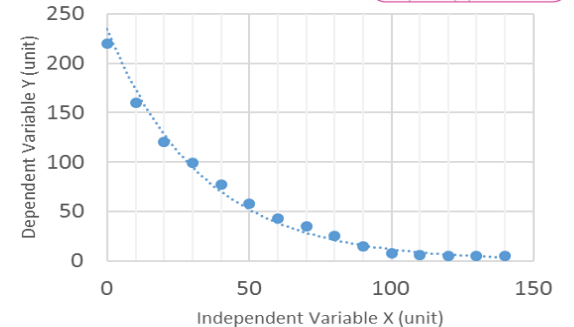
Don't forget to include an axis TITLE **and** units! Put units in brackets after the axis title. E.g. (cm), (secs), (mins).

A line of best fit is usually straight or simply curved. After discounting anomalous results (or outliers), the line should be as close to all points as possible.



0	0	0	0	0	0
20	15	10	5	2	0.5
40	30	20	10	4	1
60	45	30	15	6	1.5
80	60	40	20	8	2
100	75	50	25	10	2.5
120	90	60	30	12	3
140	105	70	35	14	3.5
160	120	80	40	16	4
180	135	90	45	18	4.5
200	150	100	50	20	5

Use these scales to help you choose an appropriate scale for your graph.



Interpreting Graphs:

The graph above shows a negative exponential correlation between X and Y. As X increases, Y decreases by a lessening amount. The line of best fit in this case is curved. This could be something like the viscosity of oil as the temperature increases.

Science

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