



WGSA

believe in yourself, in others, in God

“

I truly believe
the only way
we can create
global peace
is through not only
educating our minds,
but our hearts
and our souls.

-- Malala Yousafzai

Knowledge Organiser Year 9 Spring 2 2021

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Homework Timetable

You are expected to study the subjects shown on your timetable each day.

Each day use a page of your exercise book to evidence your work: half a page per subject.

Week starting 22nd Feb	Subject 1	Subject 2	Signed Off
Monday	English	History	
Tuesday	Maths	Geography	
Wednesday	Science	French	
Thursday	RE	Art	
Friday	PE	Music	

Week starting 1st March	Subject 1	Subject 2	Signed Off
Monday	English	PE	
Tuesday	Maths	History	
Wednesday	Science	Geography	
Thursday	RE	French	
Friday	Food	Art	

Week starting 8th March	Subject 1	Subject 2	Signed Off
Monday	English	Food	
Tuesday	Maths	PE	
Wednesday	Science	History	
Thursday	RE	Geography	
Friday	Music	French	

Week starting 15th March	Subject 1	Subject 2	Signed Off
Monday	English	Music	
Tuesday	Maths	Food	
Wednesday	Science	PE	
Thursday	RE	History	
Friday	Art	Geography	

Week starting 22nd March	Subject 1	Subject 2	Signed Off
Monday	English	Art	
Tuesday	Maths	Music	
Wednesday	Science	Food	
Thursday	RE	PE	
Friday	French	History	

Week starting 29th March	Subject 1	Subject 2	Signed Off
Monday	English	RE	
Tuesday	Maths	Geography	
Wednesday	Science	French	

Year 9 Spring 2 Knowledge Organiser 2021

Read, Cover, Write



Step 1: Read the part of the section you want to remember.

Step 2: Read it again.

Step 3: Read it aloud.

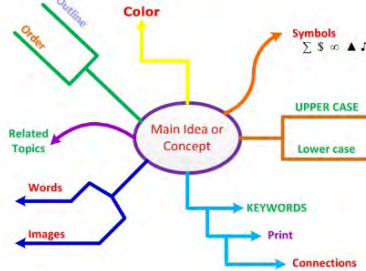
Step 4: Cover the part you are remembering with your book.

Step 5: Write as much as you can remember in your exercise book.

Step 6: Check your answers with a tick for correct answers or a cross for incorrect.

Step 7: Correct your mistakes with the information from that section.

Mind Mapping



Step 1: Read the part of the section you want to remember.

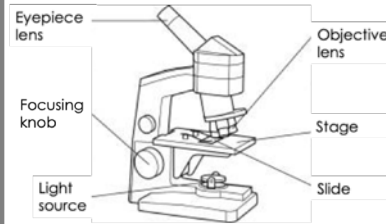
Step 2: Draw a mind map with the key information.

Step 3: Add an extra information that provides more detail about the topic

Step 4: Check your answers using the information in all three sections of the Knowledge Organiser.

Step 5: Correct any mistakes

Explaining a Diagram



Step 1: Read, cover and recreate the diagram

Step 2: Write a paragraph explaining what is happening in the diagram and give specific examples.

Step 3: Check your answers using your class notes or ask your teacher to check in your next lesson.

Step 5: Correct any mistakes

Putting new words into sentences

Foreboding	A feeling that something bad will happen.
------------	---

There was a sense of foreboding through the reference to the 'shadows that followed'

Step 1: Read, cover, write the new words and their definitions

Step 2: Write a sentence that includes the new word into a real context, just as you would use it in a lesson/exam question.

Step 3: Check your answer with a friend or ask your teacher to check you have used them correctly.

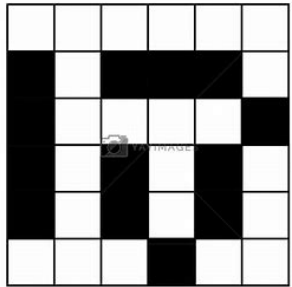
Step 5: Correct any mistakes

Term 4 Animal Farm Year 9 knowledge organiser

Week 1: Key feature of form: **READ, COVER and WRITE.**
 Extension: create an example for each one

Characters	
Old Major: Wise, old pig. Starts the rebellion with his powerful speech about men.	Mr Whymper: Sly solicitor who helps Napoleon.
Mollie: Shallow and childish mare; deserts the farm to continue to lead the life of a horse.	Mr Jones: drunken owner of Animal Farm. Symbolises the control and greed of men.
Snowball: Hero of the Battle of the Cowshed, expelled by Napoleon and used as a scapegoat.	Napoleon: Controlling dictator. Leads by fear and propaganda.
Clover: Caring and loyal, has very little control but realises what is happening as the pigs take control.	Pilkington and Frederick: Owners of the neighbouring farms and equally manipulative.
Boxer: Innocent but hard working, very strong and selfless.	Squealer: Napoleon's mouthpiece, he uses propaganda to control the animals.

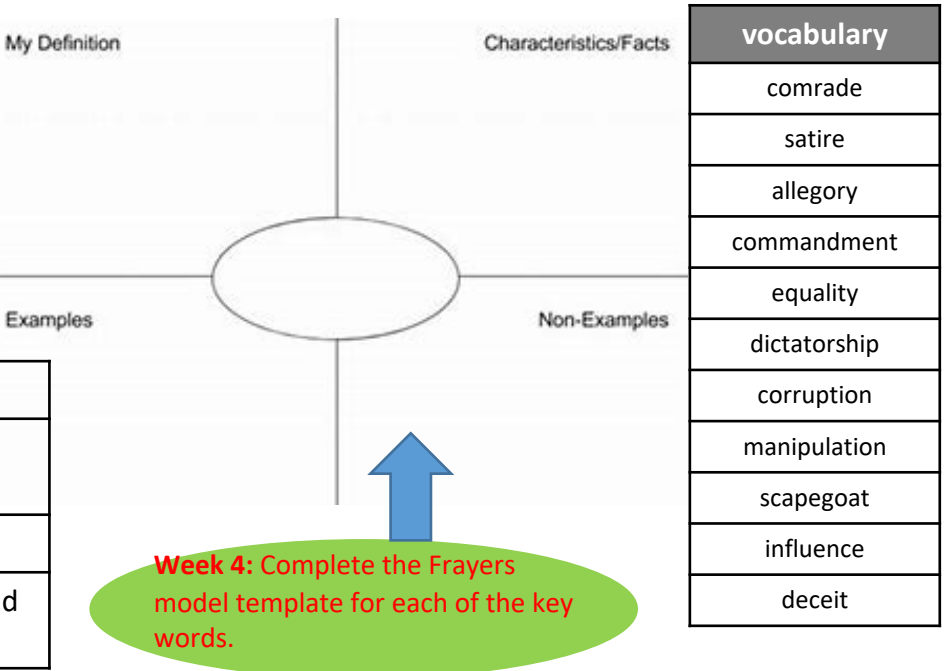
Keywords	
Capitulate	To surrender or give in after a struggle
Complicity	Shared responsibility for a crime or misdeed.
Countenance	Facial expression or physical behaviour.
dissentient	Someone who disagrees with an opinion held by a majority.
Ensconce	To be comfortable and settled.
Ignominious	Shameful or embarrassing behaviour.
Inebriate	A drunken person.
Machination	A clever plot or scheme.
Malignity	Meanness or hatefulness
Manifestly	Clearly, obviously
Maxim	A short statement that expresses a general truth or rule.



Week 2: Create a character crossword, turning their traits into clues.

Week 3: Create a sentence for each of these key themes to show where they are seen in the play:

power	friendship	hierarchy
morals	good and evil	control
violence	pride	religion
appearance and reality	dreams	intelligence and education



Term 4 Animal Farm Year 9 knowledge organiser

Context

Orwell wrote the novel as an allegorical tale that links with the history of the Soviet Union. The book was viewed as incredibly controversial and rejected by several publishers before being published.

Old Major represents Karl Marx, Snowball represents Communism, and Napoleon represents Stalin.

Orwell is most famous for this novel and *1984*, a dystopian book that seemingly focuses on an extremely bleak version of the future. Several new words came from Orwell's work, including cold war, Big Brother, Thought Police, Room 101, memory hole, newspeak, doublethink, and thoughtcrime

Week 5: Key context: READ, COVER and WRITE.

Week 7: Create a new front cover and blurb for *Animal Farm*, think about everything you have learnt in this unit to help you.

Mr Jones, the owner of Manor Farm falls asleep. All the animals of Manor Farm meet in the big barn where *Old Major* delivers a speech arguing for a rebellion against the men.

The animals struggle against starvation. After learning that they must sacrifice their eggs, the hens stage a demonstration. Napoleon denies their rations and 9 hens starve as a result. In spring, Napoleon calls a meeting and several 'traitors' are executed.

Old Major dies and the pigs adapt his speech, forming the principles of Animalism. The pigs plan the rebellion even though some animals (like Mollie) are concerned. Napoleon steals milk.

Years pass. No animal has ever retired. The farm has grown bigger. Two windmills are complete. Clover notices the pigs walk on two legs. The commandments are replaced with "All animals are equal but some are more equal than others.". The pigs and humans play cards. A quarrel breaks out. Onlooking animals can not tell the difference between pigs and humans.

News of the rebellion spreads, In October, a group of men try to seize the farm. The animals fight off the humans which is named 'The Battle of the Cowshed'.

The next year brings more work and less food, despite Squealer's figures and statistics to the contrary. More executions occur. Napoleon sells a pile of timber to Frederick, who tricks Napoleon with forged banknotes.. Frederick, with 14 other men, attack the farm and blow up the windmill, which rallies the animals to fight back. Several animals die

Mollie deserts the farm. The pigs grow in influence, suggesting ideas on which the animals must vote. When the Windmill is put to vote, Snowball is expelled from animal farm. Later, Napoleon announces that the Windmill will be built.

31 pigs are born, and Napoleon orders for a schoolhouse to be built for their education. Rations are reduced. Boxer is injured working, a van arrives, Boxer is taken away but Benjamin reads the sign on its side and learns that Boxer is being slaughtered.. Boxer is never seen again.

The animals complete the harvest faster than ever. Cow's milk and windfall apples are given to pigs, Squealer convinces the animals that this is a good idea.

Napoleon begins trading with humans and hires Mr Whymper. Jones gives up trying to reclaim the farm. The animals begin sleeping with beds, and Muriel and Clover notice a change in the commandments: 'with sheets'. Squealer persuades the animals that this is acceptable. In November, a storm topples the half complete windmill. Napoleon blames this on Snowball.

Week 6: put the different key plot points in order.

Keywords

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

Task 1 Create flash cards for keywords and definitions

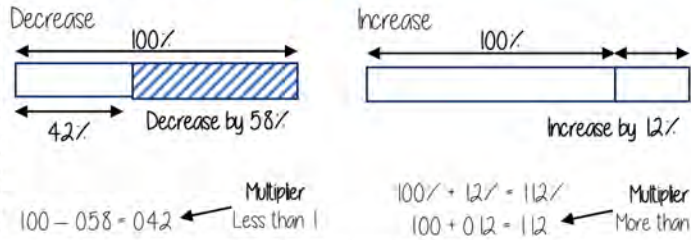
Task 2 Read cover write the keypoints for the diagrams.

What do I need to be able to do?

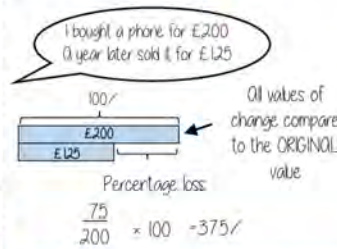
By the end of this unit you should be able to:

- Use FDP equivalence
- Calculate percentage increase and decrease
- Express percentage change
- Solve reverse percentage problems
- Solve percentage problems (calculator and non calculator problems)

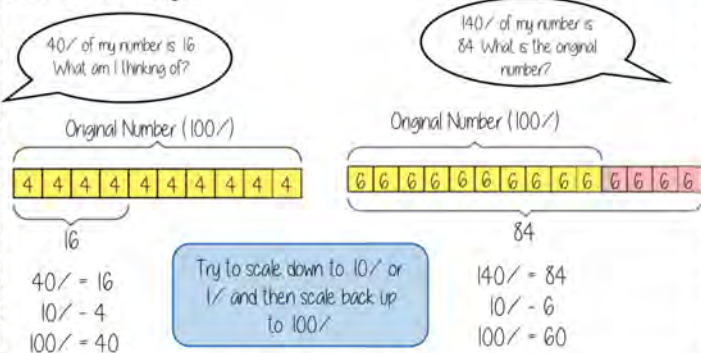
Percentage Increase/ Decrease



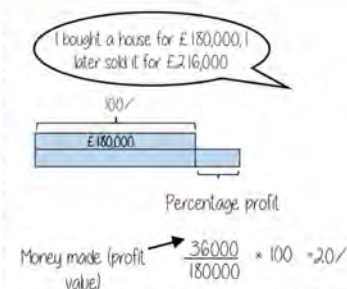
Percentage change



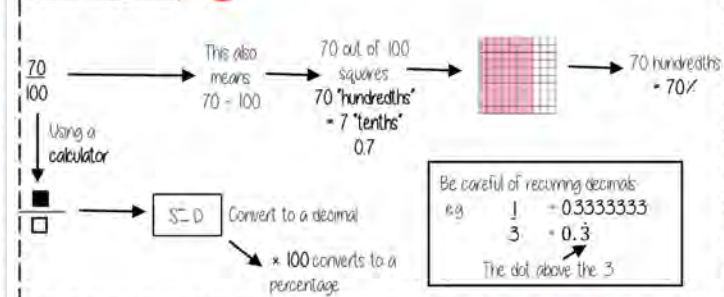
Reverse Percentages



$$\frac{\text{Difference in values}}{\text{Original value}} \times 100$$



Converting FDP



What do I need to be able to do?

By the end of this unit you should be able to:

- Solve problems with bills and bank statements
- Calculate simple interest
- Calculate compound interest
- Calculate wages and taxes
- Solve problems with exchange rates
- Solve unit pricing problems

Task 1 Create flash cards for keywords and definitions

Keywords

- Credit:** money being placed into a bank account
- Debit:** money that leaves a bank account
- Balance:** the amount of money in a bank account
- Expense:** a cost/ outgoing
- Deposit:** an initial payment (often a way of securing an item you will later pay for)
- Multiplier:** a number you are multiplying by. (Multiplier more than 1 = increasing, less than 1 = decreasing)
- Per Annum:** each year
- Currency:** the type of money a country uses
- Unitary:** one – the cost of one

Task 3 Explain the end of unit tasks

Task 2 Read cover write the keypoints for the diagrams.

Bills and Bank Statements

Bills – tell you the amount items cost and can show how much money you need to pay

- Some can include a total
- Look for different units (is it in pence or pounds)

Menu	Price
Milk	89p
Tea	£1.50

Bank Statements

Bank statement can have negative balances if the money spent is higher than the money coming into the account

Date	Description	Credit	Debit	Balance
19 th Sept	Salary	£1500		£1500
19 th Sept	Mortgage		£600	£900
25 th Sept	Bday Money	£15		£915

Simple Interest

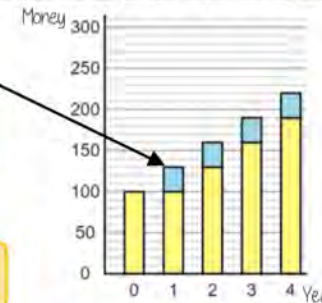
For each year of investment the interest remains the same

$$\frac{\text{Principal amount} \times \text{Interest Rate} \times \text{Years}}{100}$$

Principal amount is the amount invested in the account
e.g Invest £100 at 30% simple interest for 4 years

$$\frac{100 \times 30 \times 4}{100} = £120$$

This account earned **£120** interest
At the end of year 4 they have **£220**



Compound Interest

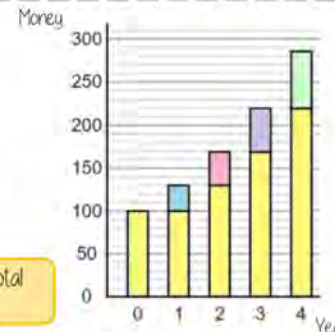
Interest is added to the current value of investment at the end of each year so the next year's interest is greater

$$\text{Principal amount} \times \text{Multiplier}^{\text{Years}}$$

e.g Invest £100 at 30% compound interest for 4 years

$$100 \times 1.3^4 = £285.61$$

This account has **£285.61** in total
at the end of the 4 years



Section 1: Key Vocabulary: Look, Cover, Write, Check

Keyword	Definition
Exothermic reaction	A reaction that transfers energy to the surroundings.
Endothermic reaction	A reaction that takes in energy from the surroundings.
Reaction profile	A graph which shows the relative difference in the energy of reactants and products.
Activation energy	The minimum amount of energy needed for a reaction to occur.
Overall energy change	The difference between the reactant energy and the product energy.
Bond energy	The energy needed to break the bond between atoms.
Chemical cell	A cell containing chemicals which react to produce electrical energy.
Fuel cell	A cell supplied by an external fuel source (e.g. hydrogen) and air or oxygen.
Electrolyte	A liquid which is broken down by electricity in the process of electrolysis.

Endothermic vs. Exothermic Reactions
Energy is conserved in chemical reactions. The total energy of the system is the same before and after a reaction.

Endothermic: The endothermic reaction is cooler than surroundings.

Exothermic: The exothermic reaction is hotter than surroundings.

Thought: $\text{Heat} + \text{Reactants} \rightarrow \text{Products} + \text{Heat}$

Reaction Profile: Shows Energy vs. Progress of reaction. Exothermic reactions have a lower energy product than reactants, while endothermic reactions have a higher energy product.

Activation Energy: The minimum energy needed for a reaction to occur.

Overall Energy Change: The difference between reactant and product energy.

Bond Energy: Energy needed to break bonds between atoms.

Chemical Cell: A cell containing chemicals which react to produce electrical energy.

Fuel Cell: A cell supplied by an external fuel source (e.g. hydrogen) and air or oxygen.

Electrolyte: A liquid which is broken down by electricity in the process of electrolysis.

Science Year 9 Term 4 GCSE Energy/Atomic Structure

Section 3: Knowledge recall: Create flashcards for each question.

- Question**
- 1, State what is meant by an endothermic reaction.
 - 2, State the definition for bond energy.
 - 3, Draw the reaction profile for an exothermic reaction.
 - 4, State the definition of activation energy.

Section 3: Types of Radiation
6 MARK QUESTION: Compare alpha, beta and gamma radiation

Ionizing Radiation

α: alpha: fast-moving helium nucleus, stopped by skin or paper

β: beta: high energy electron, stopped by aluminium plate

γ: gamma high energy: photons, stopped by dense material

Section 2: Variables
Look, Cover, Write, Check

The independent variable is the thing you change.

The dependent variable is the thing you measure.

Control variables are things you keep the same.

INDEPENDENT VARIABLE
VARIABLE THAT IS CHANGED

Amount of Water

DEPENDENT VARIABLE
VARIABLE AFFECTED BY THE CHANGE

Size of Plant
Number of Leaves
Living or Dead?

Section 4: Key Vocabulary: Look, Cover, Write, Check

Keyword	Definition	Image
Activity	The number of unstable atoms that decay per second	
Atomic Number	The number of protons in an atom	
Beta radiation	High energy electrons emitted from an unstable nucleus	
Count rate	The number of counts per second	
Half-life	Average time taken for the number of nuclei in a sample to half	
Ionisation	The process of atoms becoming charged	
Irradiated	Then an object has been exposed to ionizing radiation	
Neutron	Uncharged particles the same mass as a proton	

Section 6: Nuclear fission and fusion (PHYSICS ONLY) DESCRIBE THE DIFFERENCES

Fusion: Two light nuclei (Deuterium and Tritium) combine to form a heavier nucleus (Helium) and release energy.

Fission: A heavy nucleus (Uranium) splits into two lighter nuclei (Krypton and Barium) and releases energy and neutrons.

Task 1:



- **A posteriori** - an argument based on the evidence of our observation of the world
- **Anthropic principle** - the idea that the world was designed to support human life
- **Categorical imperative** - obeying a moral command out of reason or duty
- **Divine command ethics** - morality is based on commands given by God
- **Empirical** - using evidence gained from the senses - touch, smell, sight, taste, sound
- **Euthyphro Dilemma** - Does God command what is good or is it good because God commands it?
- **Inconsistent triad** - God is all-loving and all-powerful, yet evil exists
- **Necessary being** - a being that must exist and cannot not exist
- **Summum bonum** - the state of ultimate good
- **Teleological theory** - truth is discovered through nature and purpose

Year 9 Religious Education

Task 2:

Read the information below and create a mind map of things in the world which demonstrate both cause and effect (EG - a Seed causes a Tree to come into existence)

The Design Argument (or Teleological Argument) attempts to prove the existence of God by reference to the process of creation.

The Design Argument is one of cause and effect. It claims that certain phenomena (a fact or thing) within the universe appear to have been designed (cause) in so far that they are perfectly adapted to fulfil their function (effect).

Such design cannot come about by chance and can only be explained with reference to an intelligent, personal designer.

Task 3:

Do you think that evidence of design in the world MUST lead to evidence of a designer? Explain why/why not

BONUS: What do you think this watch could have to do with the Design Argument?



Task 4:

The Euthyphro Dilemma was a challenge posed by the Philosopher Plato who suggested that the relationship between religion and morality (being good) was complicated

His quote '*Do the gods love which is holy, or is it holy because it is loved by the gods?*' Can be summarised like this -

Does God command X because it is good, or is X good because God commands it?

Or another way of thinking about it is... Does God tell us to eat ice cream because it is good and delicious OR is ice cream only good and delicious because God has told you that it is?

In your own words, explain what you think this could mean (PS - you don't have to use ice cream!)

Task 5:

Utilitarianism is an ethical theory based upon the principle of utility, which says that the right action is the one that produces the greatest happiness for the most people. It is usually summarised as: '*The greatest good for the greatest number of people*'

Make a list of examples when doing the greatest good for the greatest number would be a GOOD thing and when it may be a BAD thing (think about the majority and the minority of people involved)



Section 1: Key Words: Look, Cover, Write, Check

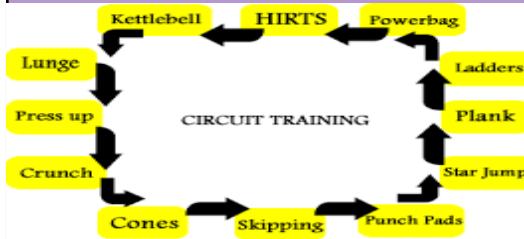
Circuit Training	Different stations/exercises using different muscle groups to avoid fatigue. Stations can work multiple components of fitness depending on design.	
Continuous Training	Training at a steady pace. At least 30 minutes without stopping. 60% - 85% of your maximum heart rate. Aerobic training zone.	
Fartlek Training	A form of continuous training. Intensity is changed by running at different speeds over different terrains.	
Interval Training	Periods of exercising are followed by a rest and recovery period.	
Plyometric Training	Lots of explosive movements. Muscles exert their maximal force for a short time period. Exercises include, bounding, lunging, hurdling and press-ups with claps.	
Free Weights	Can be used to train for strength (low reps & high loads). Or endurance (high reps & low loads)	
Acceleration Sprints	Pace is gradually increased from standing to jogging, then striding and maximal sprint.	
Hollow Sprints	Series of Sprints followed by 'hollow' periods of jogging or walking.	
Static Stretching	There are two types: Active Stretching: Is performed independently and uses internal force to stretch and lengthen the muscle. Passive Stretching: Requires the help of another person or object to provide external force causing the muscle to stretch.	
Ballistic Stretching	Uses the force of a limb to stretch muscles beyond their normal range of movement.	
Proprioceptive Neuromuscular Facilitation (PNF)	Uses an object to provide resistance. The stretch is held at its upper limit for 6-10 seconds.	

Physical Education Year 9 Term 4 Training Methods

Section 2: Warm up & Cool down: Create a sports specific warm up and cool down for the athletes shown below.



Section 3: training: Create a circuit training session of your choice. It must have 8 stations and not work the same muscle groups twice in a row.



Section 4: Advantages v Disadvantages:

Each fitness training method has advantages and disadvantages- choose one training method and consider the 6 points below for your chosen method.

- VARIETY – is the training method interesting enough?
 - INTENSITY – is it easy to vary the intensity?
 - PURPOSE – does the training method improve the type of fitness you want it to?
 - COST – Does the training method needs lots of expensive equipment?
 - SPORT SPECIFIC – can the training method be changed to suit different sports?
 - SAFETY – Can the training method cause injury.
- e.g. an advantage of stretching is that it increase flexibility. A disadvantage of stretching is that it can cause muscle soreness.

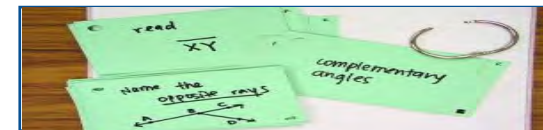
Section 5: Link to Components of Fitness:

Create a table linking each method of training to a component of fitness that they would help to improve. The first one is done for you.

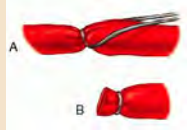





Training Method	Component of Fitness
Free Weight	Muscular endurance/ Muscular strength

Section 6: Knowledge recall: Create flashcards for each question.

Question
1. How would you use free weights to improve muscular endurance?
2. Name 3 athletes that would benefit from plyometric training and explain why.
3. What is fartlek the Swedish term for?
4. Is continuous training targeting the aerobic or anaerobic training zone?
5. Explain which training method you would use to increase your speed and why.



Key Terms – Task 1 – [READ, COVER, WRITE](#)

Key Terms	Definition	Image
Ligature	A thread which is used to tie a blood vessel closed	
Anaesthetics	Something which makes a patient unconscious or causes insensitivity to pain	
Blood Transfusions	Transferring blood from one person to another	
Antiseptic	Chemicals used to destroy bacteria and prevent infection	
Bill of Mortality	Documents which show how many people died from which causes within a certain time period	
Cauterisation	Burning a wound in order to close it and stop blood loss. In the Renaissance, it was done with a hot iron	

History: Beginnings of Change

Key Dates – Task 2 – [Create a timeline](#)

- 1440 – The printing press is invented
- 1492 – Columbus 'discovers' the New World (the Americas)
- 1537 – Ambroise Paré accidentally creates his antiseptic solution
- 1538 – Paracelsus is exiled from Basel
- 1543 – Andreas Vesalius publishes "On the Fabric of the Human Body"
- 1575 – Paré publishes his famous book called the "Works on Surgery"
- 1628 – William Harvey publishes his book "Du Motu Cordis" about the circulatory system
- 1665 – The Great Plague hits London
- 1676 – Thomas Sydenham publishes his book "Medical Observations", which becomes a standardised textbook
- 1685 – King Charles II dies

Key People – Task 3 – [Create fact files for the following people:](#)

1. Andreas Vesalius
2. Thomas Sydenham

Research these key people, and include the following in their fact files:

- Date of Birth/Death
- Place of Birth/Death
- Nicknames
- Important roles/achievements
- Famous books/quotes

Key Figures – Task 4 – [Create a mindmap](#)

Research the following 'Key Renaissance Medical Figures' and use them for a mindmap:

- 1) Andreas Vesalius
- 2) Ambroise Paré
- 3) William Harvey
- 4) Thomas Sydenham
- 5) John Hunter
- 6) Edward Jenner

Extension – Include something each individual was famous for

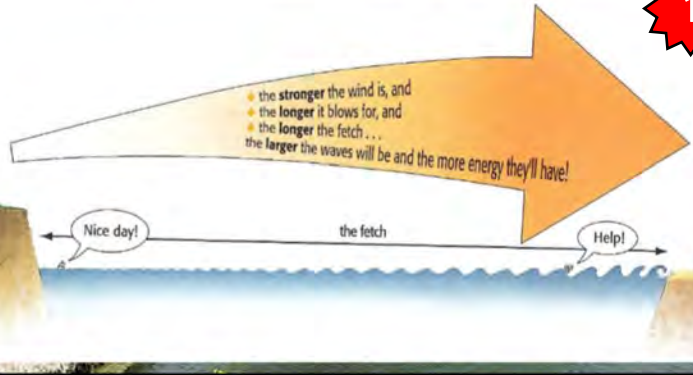
Key Words and Definitions – Task 5 – [Create Flashcards](#)

Create flashcards for the following key words, and find out their definitions

- Renaissance
- Quack Doctor
- Virus
- Vaccination
- Anatomy
- Prosthetic
- Circulation

What is responsible for the different landforms at the coast?

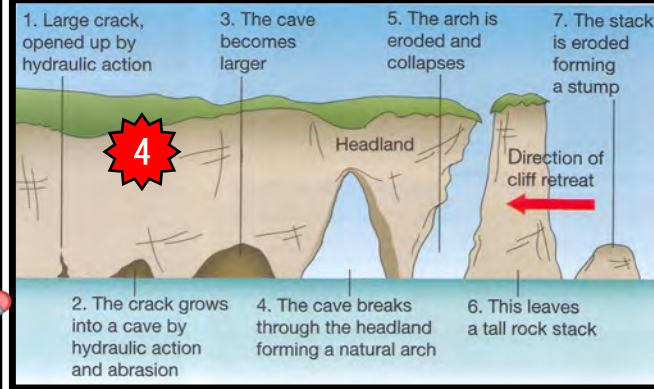
The answer is waves! But what causes waves?



Waves are caused by the wind dragging on the surface of the water. The length of the water the wind blows over is called the **fetch**.

1

- 1) What causes waves? What is the **FETCH** of a wave?
- 2) Explain the difference between a destructive wave and a constructive wave? How does the beach give clues? What is the **SWASH**?
- 3) Use diagrams to explain the processes of erosion. You can also refer to your **RIVERS** erosion knowledge.
- 4) Draw out the different erosional features of a coastline
- 5) Draw and annotate a diagram of the erosion cycle



3

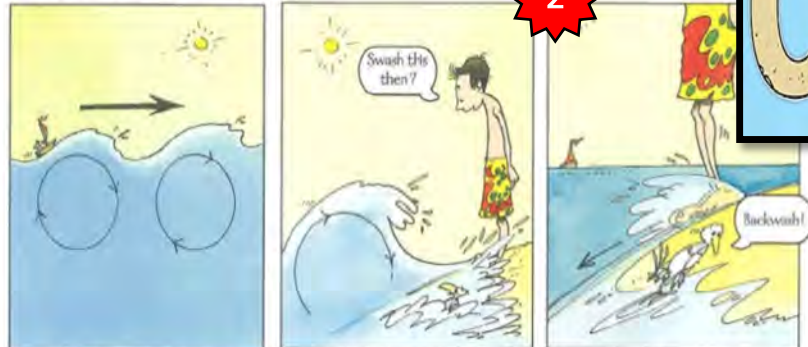
Erosion Processes

Remember the word = **CASH**

C
A
S
H

- Corrasion (abrasion)** – waves throw sand and pebbles at a cliff and wear it away.
- Attrition** – stones and pebbles smash into each other and break into small pieces, eventually becoming sand.
- Solution** – certain rock types (eg. chalk) react with sea water and dissolve.
- Hydraulic Action** – the force of the waves crashing into the cliffs. Air can get trapped in cracks forcing them to fracture.

When waves reach the coast



Out at sea, the waves roll like this. In a gale they can be over 30 metres high!

They break in shallow water, like this. The water that rushes up the sand is called the **swash**.

The water rolling back into the sea, like this, is called the **backwash**.

If the backwash has more energy than the swash the waves eat at the land, dragging pebbles and sand away. (This happens with high steep waves.)

These are destructive waves!

But if the swash has more energy than the backwash, material is carried on to the land and left there. (This happens with low flat waves.)

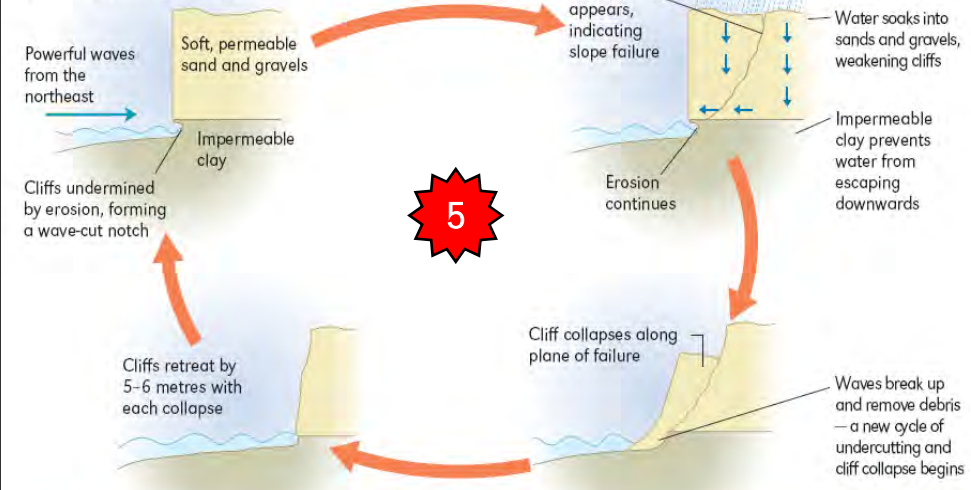
These are constructive waves!

Destructive waves cause erosion and create steep narrow beaches.

Constructive waves cause deposition and create gently sloping beaches.

Coasts

Figure 2.12 Erosion cycle of the cliffs at Happisburgh, Norfolk



5

Year 9 French Qui je suis

J'ai ___ ans.

I am ___ years old.

Il/elle a ___ ans.

He/She is ___ years old.

0	zéro	20	vingt	60	soixante
1	un	20	vingt	70	soixante-dix
2	deux	21	vingt et un	71	soixante et onze
3	trois	22	vingt-deux	72	soixante-douze
4	quatre	23	vingt-trois	73	soixante-treize
5	cinq	24	vingt-quatre	74	soixante-quatorze
6	six	25	vingt-cinq	75	soixante-quinze
7	sept	26	vingt-six	76	soixante-seize
8	huit	27	vingt-sept	77	soixante-dix-sept
9	neuf	28	vingt-huit	78	soixante-dix-huit
10	dix	29	vingt-neuf	79	soixante-dix-neuf
11	onze			80	quatre-vingts
12	douze	30	trente	81	quatre-vingt-un
13	treize	31	trente et un	82	quatre-vingt-deux
14	quatorze	32	trente-deux	83	quatre-vingt-trois
15	quinze		etc...	84	quatre-vingt-quatre
16	seize	40	quarante	85	quatre-vingt-cinq
17	dix-sept	50	cinquante	86	quatre-vingt-six
18	dix-huit			87	quatre-vingt-sept
19	dix-neuf				

Je suis....

I am...

Il/elle est...

He/she is...

Ils/elles sont...

They are...

Je m'appelle...

My name is...

Il/elle s'appelle...

His/her name is...

Ils/elles s'appellent...

Their names are...

J'ai les cheveux ___

I have ___ hair.

Il/elle a les cheveux

S/he has ___ hair.

raides straight

ondulés wavy

frisés/ curly

bouclés

Je porte ___ .

I have/wear ___ .

Il/elle porte ___ .

He/she has/wears ___



J'ai les yeux ___ .

I have ___ eyes.

Il/elle a les yeux ___ .

He/she has ___ eyes.



Dans ma famille il y a ... personnes: mon/ma...

In my family there are... people: my...

père	father	arrière-grand-père/mère	great-grandfather/mother
mère	mother	demi-frère	step/half-brother
oncle	Uncle	demi-soeur	step/half-sister
tante	Aunt	belle-mère	step-mother
grand-père	Grandfather	beau-frère	step-father
grand-mère	Grandmother	neveu/niece	nephew/niece
frère	Brother	petit-fils	grandson
sœur	Sister	petite-fille	granddaughter
fil(s)/fille	son/daughter	jumeau/jumelle	twin
beau-frère	brother-in-law		

Je suis... I am... Il/elle est... He/she is...

grand/e tall

petit/e short

gros/se overweight

mince slim

J'ai... I have... Il/elle a... He/she has...

le visage d'ange angel face

le visage poupin baby face

la peau claire fair skin

la peau noire dark skin



chauve



bald

Il/elle mesure 1m70

He/she is 1m70 tall

Les taches de rousseur

freckles



Comme personne, je suis... As a person, I am...	Comme personne il/elle est... As a person, s/he is...
optimiste optimistic	pessimiste pessimistic
dynamique lively	calme calm
gentil/le nice	méchant/e nasty
patient/e patient	impatient/e impatient
drôle funny	sérieux/se serious
travailleur/se hardworking	paresseux/se lazy
ambitieux/se ambitious	fidèle loyal
agaçant/e annoying	égoïste selfish
généreux/se generous	compréhensif/ve understanding
bavard/e chatty	tête/e stubborn

Year 9 composition term 4

Proportion	The size relationship between different elements. E.g. height compared to width.
Symmetry	When one side of an object mirrors the other
Pattern	An arrangement of repeated or matching symbols or lines
Composition	Where you place objects on the page.
Tone	The lightness or darkness of something.
Range	The amount of variation between light and dark tone
Control	How carefully you work with a specific media.
Accuracy	The extent to which one piece of work looks like another
Blending	A seamless transition between two colours or tones.
Negative Space	The empty or unfilled areas of a piece of artwork.
Balance	The distribution of visual weights.

Task 2 Write in your own words how to plan a composition



Task 5/6

Evaluate your drawing you have designed based on Shepard Fairey's artwork on current political, identity and social issues. Use the questions below.

Evaluation Questions

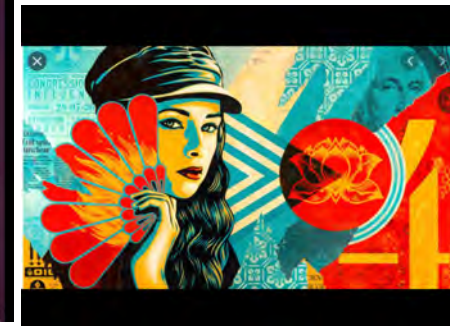
Explain how you approached your final idea? What was it about? Go through the process of the whole project, which artists did you look at what drawings and paintings did you do?


How did all these experiments help you with your final piece? Talk about the variety of media/materials that you have used for your final piece?

What works well about your ideas? What could you improve on your final ideas?


Task 1 Create Flash Cards on above artistic keywords


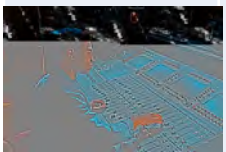

Task 3/4 create a piece of artwork based on Shepard Fairey techniques and current political, identity and social issues, we researched in school before Xmas so you should be aware of him and you are looking at him with Oak Academy (If easier just copy one of his artworks). Remember he uses limited colour pallet, he uses 4 colours so his work looks like posters. I have added his newer artwork, we did not study before.



Music and technique	
Sample 	Sampling is the reuse of a sound recording in another recording. This could be a melody, drum beat or any other recorded sound.
Beats Per Minute (BPM)	A way of measuring the tempo of a piece of music. Dance music often has a high BPM.
Beat	The beat is the basic measure of time that you would tap your feet to.
Bass-line	The low-pitched instrumental part that gives dance music its drive and groove.
Four to the Floor	A technique where the drummer (or drum machine) just plays four kick drum beats in a bar of four.
Synthesizer	A fully electronic musical instrument that produces audio signals. The synthesizer is often a lead instrument in Dance tracks.

Using Technology musically: EDM

Structure	
Break	A break is where all the elements of a song (e.g., synth pads, basslines, vocals), except for percussion, disappear.
Drop	A point in a dance track where a sudden change of rhythm or bass line occurs, which typically is preceded by a build section and break.
Loop	A repeating section of recorded music. 
Intro	The opening section of a piece of music which usually goes before a verse.
Outro (Coda)	The ending section of a piece of music.

Context	
DJ (Disk Jockey) 	A disc jockey , often abbreviated as DJ , is a person who plays existing recorded music for a live audience.
Producer 	A producer oversees and manages the sound recording and production of a band or performer's music. A producer has many, varying roles during the recording process.
Genres	1970's —Disco Funk, R N B & Hip Hop 1980's —New Wave, Techno & Electro 1990's —Techno, Drum & Bass, Garage 2000's —Dubstep, Grime & Hardstyle 2010's —House Revival, Trap & Moombahton
DAW 	Stands for Digital Audio Workstation and is a software program used for composing, producing, recording, mixing and editing audio and MIDI.

Task 1

Look cover, write, check, the keywords in the music and technique table

Task 2

Design a mind map on all the information on this page

Task 3

Create a crossword using all the bold keywords

Task 4

Create Flashcard on all the Bold Keywords

Task 5

Write a paragraph explaining the key elements of EDM

Year 9 Food Technology: Ingredients – Functional Characteristics

Ingredients are selected for their nutritional, functional and sensory characteristics, as well as provenance and seasonality. There are **SIX Tasks to complete** (see Red Bold Text)

Selecting ingredients

Ingredients are chosen for a number of reasons, such as:

- to add **flavour, colour** or **texture**;
- to provide a particular function, **e.g.** to thicken;
- to provide nutrients or change the nutritional profile of a dish, **e.g.** to increase **fibre**;
- to extend the shelf life, **e.g.** vinegar for pickling or chemical preservatives;
- cost and availability, **e.g.** fruit in season;
- to satisfy a need to buy food with a certain provenance, **e.g.** Red Tractor.

Adding flavour, colour or texture

- Fresh and dried herbs and spices can be added to dishes to provide **flavour** and replace the salt in some dishes, **e.g.** garlic and ginger.
- Fruit, vegetables, herbs and spices can all be used in recipes to add **colour**.
- Nuts, seeds, grains, fruit and vegetables can be added to recipes to provide texture.
- The cooking method and cooking time can impact the texture, **e.g.** steaming or microwaving vegetables quickly can retain their **colour, flavour** and firm texture.
- Equipment used to process food can impact the texture, **e.g.** using a food processor to blend soup for a smoother texture.
- Natural, nature identical or artificial additives may be added to foods to perform specific functions.
- The main food additives are antioxidants, colours, flavour enhancers, sweeteners, emulsifiers and stabilizers, and preservatives.

Functional characteristics of ingredients

Ingredients provide a variety of functions in recipes, such as:

- browning, **e.g.** flour in a bread roll (**dextrinisation**);
- raising, **e.g.** yeast in bread (aeration);
- setting, **e.g.** scrambled eggs (coagulation);
- thickening, **e.g.** flour in a roux sauce (**gelatinisation**).

TASK 4 and 5:

- Research** this section in greater depth and **report** your findings on a **Powerpoint**.

Food functions

	Example	What happens?
Aerate	Cake	Baking powder makes the cake light
	Meringue	Egg white is whisked to form a foam
	Scone	Self-raising flour helps the dough rise
	Bread	Yeast makes the dough rise
Bind	Fish cake	Egg holds other ingredients together
	Naan bread	Yogurt binds dry ingredients into a smooth dough
	Pancake	Milk and egg combine flour into batter
Bulk	Pastry	Water combines flour and fat into a dough
	Cottage pie	Textured vegetable protein may be mixed with minced meat and vegetables
	Fruit pie filling	Sugar is boiled with fruit to form a thick puree
Glaze	Nut roast	Breadcrumbs absorb liquid and increase in size
	Vegetable samosa	Potato is the main filling
	Hot cross bun	Sugar solution is brushed over bun after baking
Set	Gammon	Honey is poured over to glaze
	Pie	Milk is brushed over before baking
	Sausage roll	Egg is brushed over to give a shiny golden colour
Thicken	Blancmange	Cornflour is boiled with milk and flavourings and then cooked
	Cold souffle	Gelatine forms a gel
	Jam	Pectin mixed with sugar and acid forms a gel
Thicken	Quiche	Egg is mixed with other ingredients and then baked
	Egg custard	Egg thickens when gently heated
	Sauce flour	Flour thickens a liquid when boiled
Thicken	Soup	Potato thickens soups
	Syrup	Sugar is boiled with water or fruit juice

TASK 3:

- Draw** out this **chart**

Raising agents

These can be:

- mechanical, **e.g.** beating, creaming, rolling and folding, sieving, whisking;
- chemical, **e.g.** baking powder, baking powder, self-raising flour;
- biological, **e.g.** yeast.

Different foods may use one or more of these to achieve a desirable **end result**.

To find out more, go to: <https://bit.ly/38pu3dt>

TASK 6:

Explain the function of each of the ingredients in bread, white *saúça* and Victoria sponge.

Key Terms

Aeration: Incorporating air into a mixture.

Caramelisation: The chemical change of heated sucrose (sugar) to caramel, which produces flavour and browning.

Coagulation: The irreversible denaturation of protein molecules to thicken and set.

Denaturation: A change in the structure of protein molecules, resulting in their unfolding.

Dextrinisation: The reaction of dry heat on the surface of food which changes starch to dextrin, **e.g.** toast

Gelatinisation: The process of thickening which takes place when a mixture of starch and liquid is heated.

Shortening: The effect caused when fat is rubbed into flour. The fat coats the flour particles, waterproofing them to prevent gluten formation.

TASK 1 and 2:

- Write** out these Key Terms and **revise** **them**

Dextrinisation

When food containing starch is heated (without the presence of water) it can produce brown compounds due to **dextrinisation**.

Dextrinisation occurs when the heat breaks the large starch polysaccharides into smaller molecules known as **dextrins**. Many of these **dextrins** can also produce a brown **colour**.



Maillard reaction

Foods which are baked, grilled or roasted undergo colour, odour and flavour changes.

This is primarily due to a group of reactions involving amino acids (from protein) and reducing sugars. This reaction is known as the Maillard reaction. This reaction can also take place in foods with high protein content, such as meat.

Tenderisation

Mechanical tenderising – a meat cleaver or meat hammer may be used to beat the meat. Cutting into small cubes or mincing can also help.

Chemical tenderisation (marinating) – the addition of any liquid to flavour or soften meat before cooking.

