

# Knowledge Organiser

## Year 9

### Cycle Three

2025-26



**St LUKE'S**  
Church of England School

## Personal Details

Name ..... Tutor .....

Tutor Group ..... School email address .....

School username ..... Password .....

Sparx username ..... Sparx password .....

Classcharts .....

## Homework Schedules

Week commencing	Week	Section of KO to work from	Week commencing	Week	Section of KO to work from
Week 1	A	20th April	Week 9	A	22nd June
Week 2	B	27th April	Week 10	B	29th June Assessment week: Revise for assessments
Week 3	A	4th May	Week 11	A	6th July: Superteaching: Teachers will set homework based on knowledge gaps identified in assessments
Week 4	B	11th May	Week 12	B	13th July: No Homework
Week 5	A	18th May			
Week 6	B	1st June			
Week 7	A	8th June			
Week 8	B	15th June			

Both weeks	Subject 1	Subject 2	Subject 3
Monday	Geography/ History	Option A	English
Tuesday	MFL/ Extra English	Life to the Full	Option B
Wednesday	Sparx Maths	Sparx Maths	English
Thursday	Sparx Science	Sparx Science	Option A
Friday	Geography/ History	Option B	MFL/ Extra English

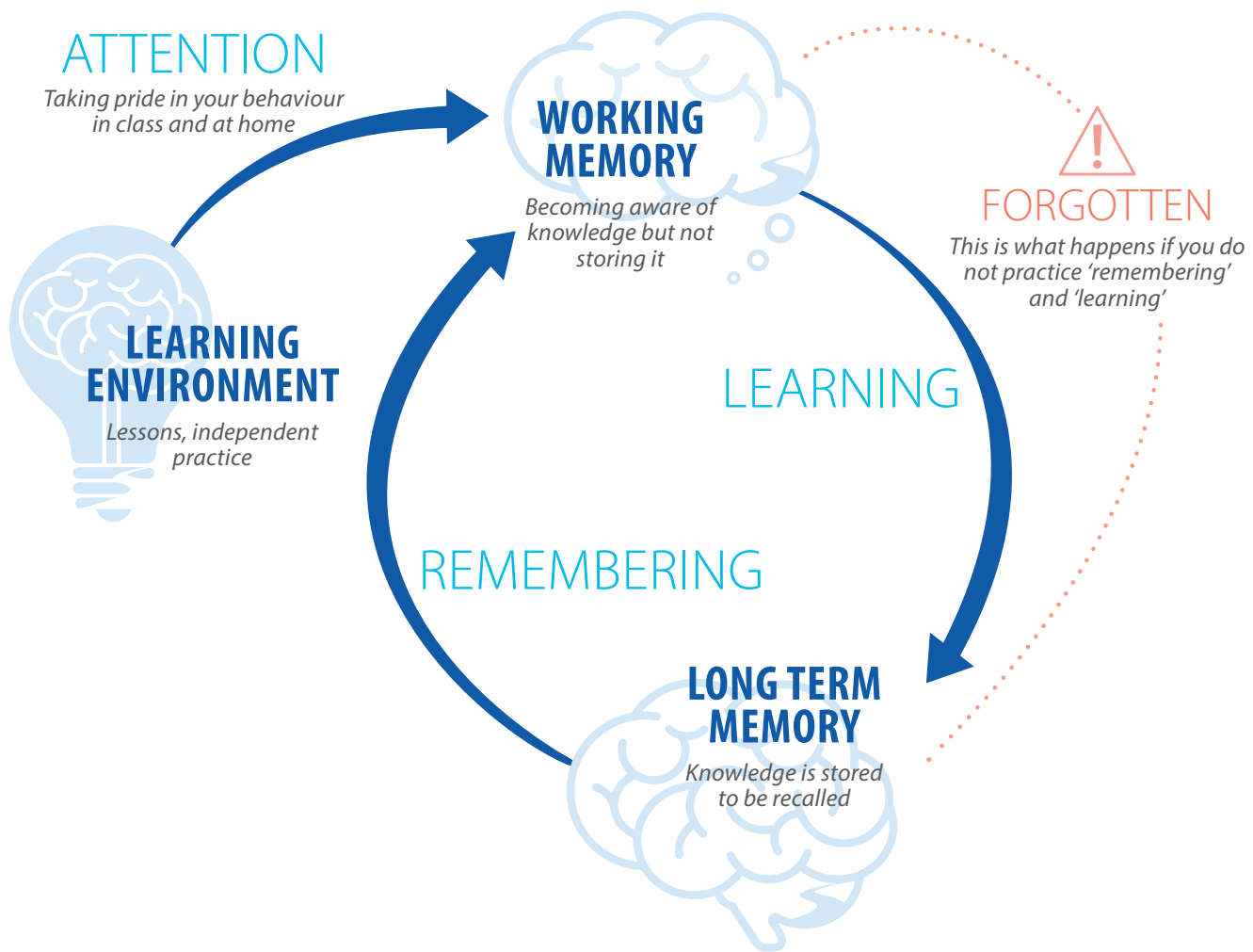
## Sparx Homework

- SPARX maths home learning - <https://sparxmaths.com/>
- Username .....
- Password .....
- Sparx for English, Maths and Science is set a week in advance. English is due on a Tuesday, Maths on Wednesday and Science on Thursday. It is due 8am on the day of deadline.
- There are support sessions in school running Tuesday – Thursday at both break and lunchtime in the Maths corridor.
- Any student who hasn't completed 100% of their Sparx for English, Maths or Science by 8am on deadline day will be expected to attend Sparx homework catch up after school that day. Or get to 100% throughout the day by going to the Maths corridor during break and lunch to catch up.

## Rewards

Early completion rewards are given for English, Maths and Science.

## This is how you learn



## Mastering your Memory and Cornell Notes

- **Learning** is what happens when knowledge moves from your **working memory** to your **long term memory** and can be recalled or retrieved.
- Your **working memory** is like a desktop on your computer. If the information is not 'saved' then it will be **forgotten**.
- Your **long term memory** is like a computer hard drive. **Remembering** is what happens when you access the information in your **long term memory**.
- Cornell notes for homework and do now quiz questions are two of the ways we support you to remember the key content from your lessons.
- Your brain needs to regularly practice retrieving that information for it not to be forgotten.

### Link to Learning

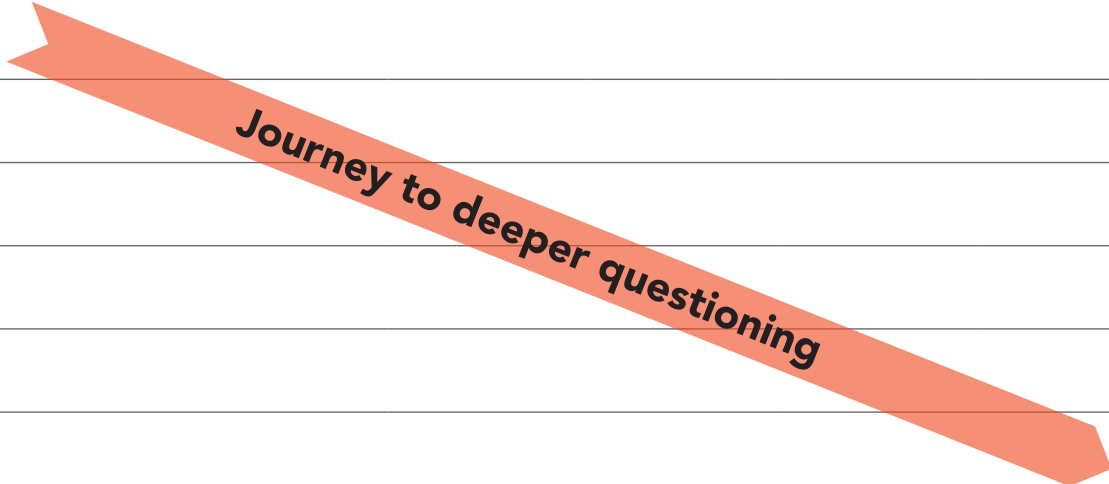
Cornell Notes are a note taking system that was developed at Cornell University in America.

It is specifically designed to help you initially strengthen your **learning** but perhaps more importantly, build in opportunities to **remember** what you have **learned**.



# How can I write the best possible questions for Cornell notes?

?	Is... Are... Was...	Does... Do... Did...	Can (Possibility)	Should (Opinion)	Will (Prediction)	Might (Imagination)
What (Event)						
When (Time)						
Where (Place)						
Who (Person)						
Why (Reason)						
How (Meaning)						



## This is what your homework should look like:

**Monday**  
Read and make notes

**Week**  
Summarise to 3 bullet points  
Create 5 quiz questions in cue column  
Cover notes and answer questions  
Mark and correct answers

**Geography**

Cue Column	Notes
1. What is a superpower?	• A super power country is one that has a strong military, lots of money, large population & lots of influence.
2. Which countries are super powers?	• At the moment the USA is the main super power. • China, India, Brazil & Russia are all catching up fast.
3. How many countries in the EU?	• EU is also a superpower even though it's 27 countries. • They are rich through trade & globalisation.
4. How did these countries become super powers?	• HIC = High Income country. • NEE = Newly emerging country. • LIC = low income country.
5. What is an HIC?	• Superpower = strong military, ↑ money, ↑ population, ↑ influence. • Examples = (USA), India, China, Russia & EU. • Rich due to trade & globalisation. - HIC/LIC high/low income countries.

**Self Quiz**

1. A super power is a country with a big military, ↑ money & ↑ population. & lots of money
2. USA, India, China & Russia are examples. & Brazil.
3. There are 27 countries in the EU.
4. Globalisation & trade are how they got rich.
5. An HIC is a high income country.

## Timetable Week A

Week A	Monday	Tuesday	Wednesday	Thursday	Friday
8.30 - 9.15	Morning Tutorial & Session				
<b>Period 1</b> 9.15 - 10.15					
<b>Period 2</b> 10.15 - 11.15					
11.15 - 11.45	Break 1				
<b>Period 3</b> 11.45 - 12.45					
<b>Period 4</b> 12.45 - 1.45					
1.45 - 2.10	Break 2				
<b>Period 5</b> 2.10 - 3.10					
<b>Enrichment</b> 3.10 - 4.10					

## Timetable Week B

Week B	Monday	Tuesday	Wednesday	Thursday	Friday
8.30 - 9.15	Morning Tutorial & Session				
<b>Period 1</b> 9.15 - 10.15					
<b>Period 2</b> 10.15 - 11.15					
11.15 - 11.45	Break 1				
<b>Period 3</b> 11.45 - 12.45					
<b>Period 4</b> 12.45 - 1.45					
1.45 - 2.10	Break 2				
<b>Period 5</b> 2.10 - 3.10					
<b>Enrichment</b> 3.10 - 4.10					

# Anti-Bullying at St Luke's



**See It.**  
If you see or hear of anyone being bullied you should report it immediately. Be an upstander.

Bullying can impact anyone at anytime. It could happen face to face or online. It is important we are vigilant and look after the people in our school community.

**Bullying can take many forms including:**

- Social media
- Nasty or hurtful messages
- Threatening behaviour
- Name calling
- Sexting
- Cyberbullying
- Pushing, hitting or kicking

**Bullying behaviour can include;**

- People calling you names
- Making things up to get you into trouble
- taking things away from you
- Damaging your belongings
- Sending abusive messages
- Threats and intimidation



**Report It.**  
Bullying, of any kind, has no place at St Luke's. Report bullying as soon as you can.

You can report bullying in a variety of ways. We know it takes courage to do so, but be an Upstander, it's the right thing to do.

You can report bullying to any member of staff, we are all upstanders.

You can also use this email address to report bullying

**[bullyingupstander@stlukescofe.school](mailto:bullyingupstander@stlukescofe.school)**

Bullying can also be reported on the school website via an online form. The form is on the school life tab, then the Anti-bullying ethos page.

Any bullying incidents are reported to the local authority by the school.



**Sort it.**  
We will deal with bullying sensitively and effectively. Everyone has the right to feel safe and happy.



After any bullying incident it is important to ask the following questions:

- 1) Has the bullying stopped?
- 2) Are you happy with the resolution?

If the bullying continues, you must report it again.

As a school community we have a moral duty to challenge bullying and support each other to feel safe and happy, enabling us to live life to the full.



**Year 9 3D Design**

**WEEK 1**

**Assessment Objective 1  
DEVELOP**

AO1 is about developing ideas from a starting point to a final piece. This is done through mind-mapping, sketches and studies related to the work of other artists, designers and craftspeople. You need to analyse and understand these contextual sources, and develop your ideas in a personal way.

**You could start your development work by:**

Making observational studies. Looking at the work of other artists or designers in galleries, exhibitions, books or on the internet. Experimenting with materials, processes or techniques. You can work from both primary and secondary contextual sources. *A primary source is one that you study directly from first-hand experience. A secondary source is material produced by others.*

**A01**  
Develop ideas through investigations, demonstrating critical understanding of sources

**DEVELOP**  
INVESTIGATE

**EXPLAIN ARTISTS IDEAS**  
ANNOTATE

**contextual research**  
**EXPLORE**

**WEEK 2**

**CRITICAL STUDY**

The critical study framework includes the following sections.

**CONTEXT**

This refers to how the work relates to a particular time, place, culture and society in which it was produced. You will research a chosen artist/designer to demonstrate your understanding of his/her work.

**CONTENT**

The content is the subject of a piece of work. You should choose an image to describe in detail. Explain what the piece is about and what is happening in the image, noting whether the artwork is realistic or not.

**FORM**

This means looking at the formal elements of an artwork. Write about the formal and compositional elements to demonstrate your understanding of shape, details, textures, colours, patterns, space and the layout of your chosen artwork to analyse.

**MOOD**

This means looking at how the artist has created a certain atmosphere or feeling. You will look closely at your chosen image and write about the mood to demonstrates your understanding of his/her work.

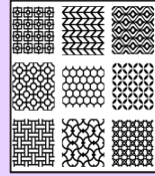
**PROCESS**

Looking at process means studying how the work was made and what techniques were used. You will look at how a particular product or artwork was constructed or created.

**WEEK 3**

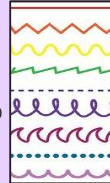
**PATTERN**

Decorative  
Diagonal  
Embellished  
Floral  
Flowing  
Formalised—  
Definite,  
precise shape  
Geometric -  
Regular shape  
found in  
mathematics  
Horizontal  
Incised - Cut  
into the  
surface  
Irregular -  
Uneven, not  
regular  
Organic  
Repeat



**LINE**

Bold Broken  
Feathery  
Fine Flowing  
Fluent Hard  
Heavy  
Sensitive Soft  
Swirling  
Tapered  
Vigorous



**WEEK 4**

**Assessment Objective 2  
REFINE**

AO2 is about refining your ideas through selecting and experimenting with appropriate resources, media, materials, techniques and processes. There are various ways of using these to develop ideas and create a personal response.

**Approaches to making a personal, informed and meaningful response:**

Making a personal response & developing a personal visual language.  
Making an informed response & demonstrating critical understanding.  
Realising your intentions & making a meaningful response.  
Making connections between different elements in your work.  
Ideas can be developed and refined by reworking rather than repeating them using a different method or technique. You are also refining your handling and control of the materials.

**A02**  
Refine work by exploring ideas, selecting and experimenting with appropriate techniques and processes

**REFINE**  
EXPERIMENT

**EXPLORE TECHNIQUES AND SKILLS**  
**SELECT**  
**EXPLAIN**

**PHOTOGRAPHS**  
**IDEAS**

**WEEK 5**

**Annotation**

Annotating or adding notes to your sketchbook pages is expected in A01, A03 & A04 and should complement the work you have practically created.

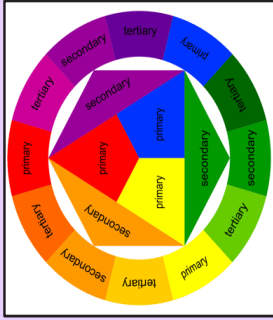

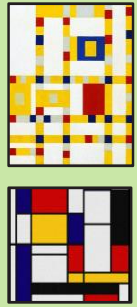


The content and presentation of your annotations should communicate to the viewer how you have developed your creative process. For example, as ideas are developed, explored and recorded annotations might relate to initial thoughts, practical considerations, the communication of intentions, responses to sources, critical reflection on personal work and self-evaluation. Your annotation should have purpose and can feature as an integral rather than 'bolt-on' aspect of the creative process.

*(learn the following questions)*

- What you have completed?
- How have you completed it?
- What or who inspired you?
- Was it successful?
- What processes were used?
- What could be improved?























































































































































































































# Year 9 ART

<p><b>WEEK 1</b></p> <p><b>Line</b></p> <p>Lines are used by Artists and Designers to describe objects, add detail or create expression.</p> <p>A line is a mark made on a surface that joins different points. Lines can vary in length, width, direction and shape.</p> <p><b>Contour Lines</b> - lines that are used to define the shape or form of an object.</p> <p><b>Descriptive Lines</b> - tell us more about a subject. They help make a shape look more three-dimensional by showing light, shade and texture.</p> <p><b>Expressive Lines</b> - they may be thicker or thinner, bold or smudged. The way lines are created can be used to express emotions and to create mood.</p> <p><b>Orientation</b> - refers to the direction of lines. They could be vertical, horizontal or diagonal.</p> <p><b>Leading Lines</b> - lines that our eyes follow round a composition.</p> <p><b>Geometric Lines</b> - are ones that relate to perfect mathematical shapes and man-made objects. They are straight, regular and uniform. They often follow a specific pattern.</p> <p><b>Organic</b> - Lines that appear natural and imperfect rather than man-made or mathematical.</p>	<p><b>WEEK 2</b></p> <p><b>Tone</b></p> <p>Tone means how light or dark something is. The tones artists and designers use and the contrast between them can create very different moods and visual effects.</p> <p>In real life tone is created by the way light falls on an object. The parts of the object on which light is strongest are called <b>highlights</b> and the darker areas are called <b>shadows</b>.</p> <p><b>Value</b> refers to how light or dark a tone is. Dark tones are said to have low value. Light tones are said to have high value.</p> <p><b>Contrast</b> refers to the difference between tones. A small amount of contrast, or low contrast, between the lightest and darkest tones will tend to result in a more subtle or calm image. The greater, or higher, the contrast of tones, the more dramatic the atmosphere.</p> <p>The term <b>chiaroscuro</b> is used to describe images with very high contrast. Chiaroscuro comes from two Italian words - 'chiaro' meaning light and 'scuro' meaning dark.</p> <p><b>Monotone</b> means using only one colour. This is particularly used to mean black and white.</p> <p>A <b>duotone</b> is similar to a monotone but is made up of two colours rather than black and white.</p>	<p><b>WEEK 3</b></p> <p><b>Colour</b></p> <p>Choice of colour and the relationship between colours have a huge influence on how a piece of art or design looks and feels and the emotions it provokes.</p>  <p><b>Harmonious Colours</b> sit beside each other on the colour wheel. These colours work well together and create an image which is pleasing to the eye.</p> <p>E.g. <b>Yellow, Green Yellow, Green.</b></p> <p><b>Brown</b> does not feature in a colour wheel. It is sometimes referred to as a <b>tertiary</b> or a <b>neutral</b> colour. Basic browns can be made by mixing complementary colours with each other.</p> <p><b>Emotion, mood</b> and <b>atmosphere</b>. Often when an artist uses colour in a painting they are trying to communicate an emotion, mood or atmosphere. They could either be trying to make a viewer feel a certain way or they are trying to communicate their own feelings.</p>	<p><b>WEEK 4</b></p> <p><b>Shape</b></p> <p>A shape is a two-dimensional area. Shapes have height and width but not depth.</p> <p>There are two types of shape: <b>Organic</b> - Organic shapes are ones that can be found in nature. For example fruit, vegetables, flowers and shells all have organic shapes.</p> <p>Organic shapes are <b>irregular</b> and <b>imperfect</b>. Naturally these shapes will all be slightly different from one another. They are often curved and flowing and can seem unpredictable.</p>  <p><b>Geometric</b> - Geometric shapes are mathematical shapes, such as squares and circles. They are <b>perfect</b> and <b>regular</b>. They are characterised by straight lines, angles and points.</p> <p>An exception to this would be a perfect circle as it has no straight lines or points. Other geometric shapes are squares, rectangles, triangles, parallelograms, hexagons etc.</p> 	<p><b>WEEK 5</b></p> <p><b>Form</b></p> <p>Form refers to three dimensional objects. Forms have height, width and depth. Forms that are three dimensional, such as sculptures or buildings are called <b>real forms</b>.</p> <p>Two dimensional work can suggest three dimensional objects by including <b>implied forms</b>. This means that lines or shapes are shown in a way that suggests they have depth. This can be done using perspective, or through tone or colour effects.</p> <p><b>Geometric forms</b> are mathematical objects including cubes, pyramids and spheres. Geometric forms appear man made and can suggest something solid, balanced and permanent.</p> <p><b>Organic forms</b> look natural. They are irregular and may seem flowing and unpredictable. Some designs may mix elements of organic and geometric forms.</p> <p><b>Forms have mass</b>. The mass of a form is a result of its size and the material it is made from.</p> <p>The greater the mass the heavier a form is.</p>  
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# Year 9 ART

<p><b>WEEK 6</b></p> <p><b>Space</b></p> <p>Three-dimensional work creates real space. Two-dimensional works can create implied space using artistic technique. Objects take up positive space, while negative space is the empty space around them.</p> <p><b>What is space?</b> Space refers to objects and to the area around them. Space relates to volume, so a space has width, depth and height.</p> <p><b>Real space</b> - Three dimensional works like sculptures, architecture, products and jewellery exist in real space – they are real forms that take up a real volume.</p> <p><b>Positive and negative space</b> - Whether real or implied, space can be positive or negative. Positive space is taken up by objects. Negative space is the empty space around and between objects.</p> <p><b>Enclosed and open space</b> - In architecture, the structure of buildings takes up positive space and creates negative spaces that people live and work in.</p> <p>The space <b>inside</b> a building is called the <b>interior</b>. The space <b>outside</b> is the <b>exterior</b>.</p> <p>An <b>enclosed</b> space is one that is surrounded by the structure with few openings.</p> <p>An <b>open</b> space is one with large opening or few walls or other barriers.</p>	<p><b>WEEK 7</b></p> <p><b>Texture</b></p> <p>Artists and Designers can use actual texture in their work or they can suggest how something feels using techniques that imply texture. Texture means how something feels. There are two types of texture: <b>actual</b> texture and <b>visual</b> texture.</p> <p><b>Actual texture</b> - Actual texture, or physical texture, means the actual physical surface of an artwork or design. It describes the <b>tactile</b> feeling you would get if you were able to run your hand over an artwork. This feeling can vary depending on the materials the artist used to create the piece of work. It could be <b>smooth, bumpy, coarse, rough</b> or many other textures.</p> <p><b>Visual texture</b> - Visual texture refers to the artist using their skill to create the illusion of an object's texture. A still life may have a bottle, an orange and a flower. An artist will use their materials and media in a way which will try and make the bottle look smooth, the orange look bumpy and the flower soft, thin and delicate.</p>	<p><b>WEEK 8</b></p> <p><b>Proportion</b></p> <p>Proportion describes the relationship between the dimensions of different elements and an overall composition. Proportion refers to the dimensions of a composition and relationships between <b>height, width and depth</b>. How proportion is used will affect how realistic or <b>stylised</b> something seems. <b>Proportion</b> also describes how the sizes of different parts of a piece of art or design relate to each other. The proportions of a composition will affect how pleasing it looks and can be used to draw our attention to particular areas.</p>	<p><b>WEEK 9</b></p> <p><b>Scale</b></p> <p>Scale refers to an objects size and how parts of a composition relate to each other. We always relate scale to the size of the human body - how big or small the piece is in relation to us. An artist may decide to use a scale which is different from life-sized and this will have an impact on how it feels.</p>	<p><b>WEEK 10</b></p> <p><b>Pattern</b></p> <p>A pattern is a design in which lines, shapes, forms or colours are repeated. The part that is repeated is called a <b>motif</b>. Patterns can be <b>regular or irregular</b>. The starting point of any pattern is the single element that will be repeated. This is called a <b>motif</b>. <b>Block repeat</b> - This is where the motif is repeated in exactly the same way in horizontal and vertical lines. <b>Half-Drop</b> - Patterns are made by dropping every second line of motifs down a half-length height of the motif. <b>Mirrored</b> - A way of creating patterns is to mirror the motif. Motifs can be mirrored horizontally or vertically. <b>Irregular pattern</b> - Is a pattern in which the motif changes or the way it is repeated is unpredictable. <b>Radiating pattern</b> - A pattern that is arranged around a central point.</p>
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				



# Year 9 Dance



Week 1	Week 2	Week 3	Week 4	Week 5
<p><b>As part of Component 1, you are studying different choreographers and their dance works.</b></p> <p><b>Kyle Hanagami's Back Ground.</b></p> <p><b>Family Life</b></p> <ul style="list-style-type: none"> <li>• He was born in Los Angeles, California.</li> <li>• Kyle took his first dance class at the age of 18 (it's never too late to start!) when he auditioned for UC-Berkeley's hip-hop team.</li> <li>• He was an economics major!</li> <li>• Kyle immediately started choreographing for the team while learning different dance skills. Soon he found his "born to be a choreographer" talents in creating his own flavour of movement.</li> <li>• Since then, he's danced for huge artists such as Justin Bieber and The Black Eyed Peas.</li> <li>• His fame soon came to light when he choreographed for Julianne and Derek Hough's "Move, Live on Tour" and Lindsey Sterling's "The Music Box Tour". Most recently, he served as the supervising choreographer for Jennifer Lopez's "All I Have" live concert experience in Las Vegas, and NBC's "World of Dance". He became one of the most sought after dance teachers in the world nearly ten 10 years after he began teaching dance in the mid-2000s.</li> <li>• Trivi He was featured in the publication Dance Spirit in June of 2012 and October of 2014.</li> </ul>	<p><b>We are currently looking at his choreography to My Universe and Break my Heart. Both these dances are on Google classroom</b></p> <p><b>When he was first noticed</b></p> <ul style="list-style-type: none"> <li>• Kyle Hanagami first became of notoriety when a dance video that went viral of Ed Sheeran's "Shape of You" by his unique and exhilarating choreography.</li> <li>• Kyle Hanagami, a Los Angeles native, is known for his story-driven, rhythmic moves both on tv and stage. He is one of the most up-and-coming dancer/choreographers you definitely want to know!</li> </ul> <p><b>Associated With</b></p> <ul style="list-style-type: none"> <li>• He was a supervising choreographer for the Move Live On Tour, starring Derek and Julianne Hough. He has also worked with the Black Eyed Peas and Justin Bieber.</li> </ul> <p><b>Kyle Hanagami: Awards, Nominations</b></p> <ul style="list-style-type: none"> <li>• He has won the "Industry Dance Award" for the best class at Los Angeles' three top dance studios.</li> </ul>	<p>Kyle Hanagami, world renowned choreographer and Dance Spirit's November cover star, released his new dance video Give Me Strength on February 14th, 2015. Hanagami announced he will be doing Letters of Love again this year.</p> <p>Hanagami's project Letters of Love began after he taught a class at Movement Lifestyle, a dance studio in Los Angeles, California. He decided to donate all the money he made to cancer research. In an effort to match him, the studio gave their proceeds to the cause as well. Shortly after, Hanagami rented a P.O. Box to receive letters from all around the world. The only rule being that it must be about love. For every ten letters, Hanagami donated \$1 of his own money to fund cancer research. His fans responded with overwhelming support. Teachers made it their class projects and dance studio owners made Letters of Love their priority.</p> <p>He received a total of 14,146 letters of love and released a dance video with the choreography he taught in the class which inspired the project. After releasing his dance to Ed Sheeran's Give Me Love, Hanagami won World Of Dance's Next Generation Award for that piece. In 2014, he invited a personal friend and three time cancer survivor for his Letters of Love class choosing to do the project again.</p> <p>Two years since the class that started it all, Hanagami was diagnosed with leukaemia, cancer of the blood. The diagnosis came towards the end of 2014. "I want to share this because I want to remind people how important love is. Love is so... so important," he said. His new video and choreography conveys a similar message. In fact, it's about, "remembering the things that you love and cherishing them while you still can."</p> <p><a href="https://youtu.be/MmmIG4Rkrog">https://youtu.be/MmmIG4Rkrog</a></p>	<p><b>Kyle Hanagami: Professional Life, Career</b></p> <ul style="list-style-type: none"> <li>• Kyle Hanagami has an unmistakable fascination for dancing from his initial days. He began his profession as a dance teacher in mid-2000s. In the wake of filling in as a dance teacher for about 10 years, he ended up a standout amongst the most admired choreographers of this time.</li> <li>• In 2009, Hanagami began his self-titled YouTube channel, Kyle Hanagami where he transfers his dance videos. Moreover, his channel has 3.3 million+ endorsers and more than 483 million views. Additionally, he was included in the front of Dance Spirit in 2012 and 2014.</li> <li>• Furthermore, Hanagami filled in as a choreographer in the prevalent unscripted television shows including The X Factor, Sing Your Face Off, and Nickelodeon's How to Rock.</li> <li>• Afterward, he turned into a directing choreographer for the "Move Live On Tour" featuring Julianne Hough and Derek.</li> <li>• Likewise, Hanagami worked with singing sensation Justin Bieber, Jennifer Lopez, and Black Eyed Peas. A portion of his film credit incorporate White Frog (2012), The Mask You Live in (2015) and Brave Enough (2017).</li> </ul>	<p><b>Where to find Kyle Hanagami.</b></p> <ul style="list-style-type: none"> <li>• Kyle is currently in faculty at three of the top studios in LA: Debbie Reynolds Dance Studio, Movement Lifestyle, and Edge Performing Arts Centre. He recently received the recognition of Best Class from the Industry Voice Award. He also holds master classes at Millennium Dance Complex</li> <li>• Kyle Hanagami is an acclaimed dancer/choreographer with credits that include The X Factor, Sing Your Face Off, and Nickelodeon's How to Rock, he has also established an enormous presence on his YouTube channel. He received the Industry Dance Award for best class at Los Angeles' three top dance studios.</li> </ul> <p><b>Now United</b></p> <ul style="list-style-type: none"> <li>• For the past 2 years Kyle Hanagami has been working alongside entertainment industry legend, Simon Fuller, to help develop and choreograph his newest pop group 'Now United'. The children are talented individuals each from a different country in the world. They are also Pepsi's newest brand of ambassadors.</li> </ul>



# Year 9 Dance



Week 6	Week 7	Week 8	Week 9	Week 10
<p><b>Swan Song Christopher Bruce</b></p> <p><b>A little background info.</b></p> <p><b>The Accompaniment</b></p> <ul style="list-style-type: none"> <li>The accompaniment was composed by Philip Chambon and is an electro-acoustic score.</li> <li>Direct correlation with music and movement. Silence creates an atmosphere. Silence creates a high light. Music shows dance style. Body percussion/ taps can add to the atmosphere.</li> </ul> <p>Dance styles used Christopher Bruce's choreography for Swansong incorporates a variety of dance styles, including contemporary, ballet, jazz, tap and ballroom. The inclusion of 'folk' styles is a typical feature of Bruce's choreography and can be seen particularly in Ghost Dances (1981) and Sergeant Early's Dream (1984).</p> <p>In Swansong balletic movements, such as arabesques, attitudes and jetés combine with the low centre of gravity, spiralling torso and use of off-balance from contemporary dance to create a lyrical feel for the victim's solos. The images of flight, or birds, could be seen to relate historically to ballets like Swan Lake or The Dying Swan (the solo choreographed by Fokine). In Swansong the victim's movements use an extended body line, typical in ballet, but the contemporary element, with strong use of the back is also very evident. Some movements from jazz technique, such as the slide to the floor, can also be seen in the victim's movement material and jazz is combined with tap dance and movements inspired by vaudeville, in the interrogators' dance sequences. Acrobatic movements, like cartwheels and handstands are also used, together with a variety of lifts in the trio sections.</p>	<p><b>Jazz Dance</b></p> <ul style="list-style-type: none"> <li>Jazz dance has its roots in African rhythms brought to the USA with the slave trade at the beginning of the 19th century.</li> <li>African dance reacts strongly to the beat of the drums and features a low stance, with gyrating hips and a rippling spine.</li> <li>As black slaves developed jazz music, jazz dance, with its twisting and hip-wiggling, began to emerge.</li> <li>This style of movement fed into many social dances, such as tango and rumba. Jazz dance gradually became a recognized technique as dancers like Katherine Dunham and Pearl Primus researched traditional African and Caribbean dances and adapted them for the stage.</li> <li>The technique is physically demanding, like ballet and contemporary and features isolation of different body parts, reflecting the multiple rhythms of the music.</li> <li>Tap Dance American tap dance developed alongside jazz dance and blended African dance styles with European clog dancing and Irish step dancing, developing from the immigrant population of the era.</li> <li>Some of the movements in Swansong are familiar from the films of famous dancers like Fred Astaire and Ginger Rogers, who danced in the European style with an upright, smooth line, and Gene Kelly, whose dancing was more closely related to jazz, from the numerous black influences.</li> <li>However, Christopher Bruce's inspiration for the tap sequences went back further than these old films to music hall or vaudeville.</li> </ul>	<p><b>Swan Song</b></p> <p><b>You need to watch Swan Song which is on Google Classroom. I have broken it down into sections so that you don't have to watch it all in one go (unless you want to)</b></p> <p><b>This section of the Knowledge Organiser breaks down the individual sections of the set piece</b></p> <p><b>Question and Answer Section</b></p> <ul style="list-style-type: none"> <li>Swansong begins in silence.</li> <li>A loud electronic crash which echoes and fades to nothing. [When pulling the victim off the chair]</li> <li>The crash happens a second time and is at exactly the same time as the contact motifs repeats.</li> <li>A fast staccato [short notes] rhythm starts up using a sounds that resembles tapping on bottles of water.</li> <li>A drum sound starts, helping to build the feeling of tension and aggression within the dance.</li> <li>Ends in silence</li> </ul>	<p><b>Tea for Two</b></p> <ul style="list-style-type: none"> <li>Typical Tango Rhythm with sharp syncopated beats in 4/4 time.</li> <li>Circus themes appear – link with the red nose and commedia dell'arte.</li> </ul> <p><b>Slow Trio</b></p> <ul style="list-style-type: none"> <li>Guards enter in silence</li> <li>When the first contact motif begins the music begins (direct correlation)</li> <li>We hear a slow rhythm on an instrument which sounds like a vibraphone or xylophone.</li> </ul> <p><b>Victims first solo</b></p> <ul style="list-style-type: none"> <li>The only section in complete silence. This gives the audience an extra emotional link (mood) with the victim, allowing time to really concentrate on his feelings and desires.</li> <li>This section is where the real sympathy for the victim is created.</li> </ul>	<p><b>Cane Dance</b></p> <ul style="list-style-type: none"> <li>Similar music to section 2 Cha-pa-chaa rhythm and whispering, but faster.</li> <li>Every now and then we hear a loud clanging noise of metal.</li> <li>The music slows down as the victim is put on his chair</li> </ul> <p>How does this section make you feel?</p> <p>How do the dancers/use of music help build up the tension of this section?</p> <p><b>Final Solo</b></p> <ul style="list-style-type: none"> <li>A Single note then builds into a tune.</li> <li>The tune is a haunting melody- a sad and emotional tune which makes us really sympathise with the victim at the end of his ordeal.</li> <li>It builds throughout to a climax at the end where the victim is bathed in light.</li> <li>The music then dies away as he walks of stage</li> </ul>

# Drama - Year Nine – Practitioners – Stanislavski and Brecht

Week One and Two	Week Three and Four	Week Five and Six	Week Seven and Eight	Week Nine and Ten																												
<p><b>Fact Sheet: Konstantin Stanislavski</b></p> <ul style="list-style-type: none"> <li>• <i>“Acting is believing.”</i></li> <li>• <b>Who Was He?</b></li> <li>• Russian theatre practitioner (1863–1938)</li> <li>• Creator of Naturalism in theatre – acting that feels real and truthful</li> <li>• Influenced almost all modern acting techniques</li> </ul> <p><b>5 Key Aims:</b></p> <ul style="list-style-type: none"> <li>• To act realistically - Actors should behave like real people on stage, not like they are “putting on a show.”</li> <li>• To understand the character- Actors learn who their character is, what they want, and why they act the way they do.</li> <li>• To feel real emotions - Instead of pretending to feel sad, angry, or happy, actors try to feel these emotions naturally.</li> <li>• To have a clear goal in every scene - Every character wants something (for example: love, power, or help), and this goal guides how the actor plays the scene.</li> <li>• To use the body and voice naturally - Movement, gestures, and speech should feel natural and match how the character feels inside.</li> </ul>	<p><b>Stanislavski’s Main Techniques:</b></p> <p>The Technique and What it Means:</p> <ul style="list-style-type: none"> <li>• Given Circumstances –</li> <li>• All the facts about the character and world (who, what, where, when, why)</li> <li>• Magic If - “What would I do if I were in this situation?”</li> <li>• Objectives - What the character wants in each scene</li> <li>• Super-objective - The character’s big goal across the whole play</li> <li>• Emotional Memory - Drawing on your own past feelings to create emotion on stage</li> <li>• Circles of Attention - Focusing the actor’s attention – from themselves to the stage to the whole space</li> </ul> <p><b>Style of Performance:</b></p> <ul style="list-style-type: none"> <li>• Naturalistic</li> <li>• Realistic settings, costumes, and dialogue</li> <li>• Emotions must feel genuine, not forced</li> <li>• Stanislavski’s Legacy:</li> <li>• Inspired <i>Method Acting</i></li> <li>• Still used in film and theatre today</li> </ul>	<p><b>Fact Sheet: Bertolt Brecht</b></p> <ul style="list-style-type: none"> <li>• <i>“Don’t just feel – think!”</i></li> <li>• <b>Who Was He?</b></li> <li>• German theatre practitioner (1898–1956)</li> <li>• Creator of Epic Theatre – theatre that makes you think, not just feel</li> </ul> <p><b>5 Key Aims:</b></p> <ul style="list-style-type: none"> <li>• Challenge the audience and make them think about social issues – To teach a social or political message - Brecht used theatre to highlight problems in society, like unfairness, poverty, or power.</li> <li>• To make the audience think, not just feel - Brecht wanted the audience to think about the message of the play, not get too emotionally involved.</li> <li>• To show that the play is not real - Actors remind the audience they are watching a play (with Direct Address), so they don’t forget to think critically.</li> <li>• Make the audience ask: “Why is the world like this?” - To encourage change - Make the audience question the world around them and consider how things could be different.</li> <li>• Use simple staging and techniques - Things like signs, songs, lighting are used to clearly show ideas rather than create realism.</li> </ul>	<p><b>Brecht’s Main Techniques</b></p> <table border="1"> <thead> <tr> <th>Technique</th> <th>What it Means</th> </tr> </thead> <tbody> <tr> <td>Verfremdungseffekt (<i>Alienation effect</i>)</td> <td>Remind the audience they are watching a play – not real life</td> </tr> <tr> <td>Narration</td> <td>Characters step out and tell the audience what’s happening</td> </tr> <tr> <td>Breaking the 4th Wall</td> <td>Speaking directly to the audience</td> </tr> <tr> <td>Placards</td> <td>Signs with text used to give information</td> </tr> <tr> <td>Song &amp; Music</td> <td>Used to interrupt the action and deliver a message</td> </tr> <tr> <td>Multi-role</td> <td>One actor playing several roles</td> </tr> <tr> <td>Minimal Set/Props</td> <td>To keep focus on the message, not realism</td> </tr> </tbody> </table> <p><b>Brecht’s - Style of Performance:</b></p> <ul style="list-style-type: none"> <li>• Non-naturalistic</li> <li>• The audience must never “forget” they’re watching a play</li> <li>• Bold, exaggerated, and symbolic acting</li> <li>• Brecht’s Legacy: <ul style="list-style-type: none"> <li>• Used in political and educational theatre</li> <li>• Influences modern productions and multimedia theatre</li> </ul> </li> </ul>	Technique	What it Means	Verfremdungseffekt ( <i>Alienation effect</i> )	Remind the audience they are watching a play – not real life	Narration	Characters step out and tell the audience what’s happening	Breaking the 4th Wall	Speaking directly to the audience	Placards	Signs with text used to give information	Song & Music	Used to interrupt the action and deliver a message	Multi-role	One actor playing several roles	Minimal Set/Props	To keep focus on the message, not realism	<p><b>Compare and Contrast – Stanislavski and Brecht</b></p> <table border="1"> <thead> <tr> <th>Stanislavski</th> <th>Brecht</th> </tr> </thead> <tbody> <tr> <td>Realistic, emotional acting</td> <td>Symbolic, thought-provoking performance</td> </tr> <tr> <td>Audience feels and connects</td> <td>Audience thinks and questions</td> </tr> <tr> <td>Actor becomes the character</td> <td>Actor shows the character</td> </tr> <tr> <td>Based on natural life</td> <td>Based on big ideas and messages</td> </tr> <tr> <td>Wants empathy</td> <td>Wants analysis</td> </tr> </tbody> </table> <p><b>Purpose of theatre</b></p> <p><b>Stanislavski:</b> To make the audience believe the story and feel emotions.  <b>Brecht:</b> To make the audience think about the message and ideas.</p> <p><b>Acting style</b></p> <p><b>Stanislavski:</b> Acting should be realistic and natural, like real life.  <b>Brecht:</b> Acting should be stylised and sometimes exaggerated to make a point.</p> <p><b>Actor’s relationship to the character</b></p> <p><b>Stanislavski:</b> Actors become the character and feel their emotions.  <b>Brecht:</b> Actors show the character and keep some distance from them.</p> <p><b>Audience involvement</b></p> <p><b>Stanislavski:</b> Audience should forget they are watching a play.  <b>Brecht:</b> Audience should always remember it is a play and question what they see.</p> <p><b>Use of staging and techniques</b></p> <p><b>Stanislavski:</b> Realistic sets, lighting, and props to create a real world.  <b>Brecht:</b> Simple sets, signs, songs, and direct address to share ideas clearly.</p>	Stanislavski	Brecht	Realistic, emotional acting	Symbolic, thought-provoking performance	Audience feels and connects	Audience thinks and questions	Actor becomes the character	Actor shows the character	Based on natural life	Based on big ideas and messages	Wants empathy	Wants analysis
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Week 1- London & Ozymandias	Week 2 - The Prelude & My Last Duchess	Week 3- CotLB, Exposure & Bayonet Charge
<p><b>London- BLAKE (1794)</b>  <b>Ardent</b> - very enthusiastic or passionate.  <b>Veiled Criticism</b> - said so that the true meaning or purpose is hidden.</p> <p><b>Blake uses the poem 'London' as an ardent and thinly veiled criticism of those in power in Georgian London.</b></p> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• 'I Wander thro' each charter'd street'</li> <li>• 'Marks of weakness, marks of woe'</li> <li>• 'The mind-forg'd manacles I hear'</li> <li>• 'Every Black'ning church appals'</li> </ul> <p><b>Structure</b>                      The rigid quatrain and rhyme scheme could evoke the rigid and corrupted power structures of London</p>	<p><b>The Prelude- WORDSWORTH (1839)</b>  <b>Sublime</b> - a greatness beyond all possibility of calculation. Intensely beautiful.  <b>Biographical</b> - related to a particular person's life.</p> <p><b>Wordsworth's autobiographical poem reflects on the sublime beauty and awesome power of nature.</b></p> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• 'One summer evening (led by her)'</li> <li>• 'Small circles glittering idly in the moon'</li> <li>• 'a huge peak, black and huge'</li> <li>• 'the grim shape Towered up between me and the stars'</li> </ul> <p><b>Structure</b>                      Wordsworth's use of blank verse could evoke the sense of a heroic journey.</p>	<p><b>Charge of the Light Brigade –TENNYSON (1854)</b>  <b>Jingoistic</b> - extreme or aggressive patriotism  <b>Contemporary</b> – Living or occurring at the same time.</p> <p><b>Tennyson's jingoistic presentation of battle in 'Charge of the Light Brigade' would have appealed to his contemporary audience.</b></p> <ul style="list-style-type: none"> <li>• "Into the jaws of Death/ Into the Mouth of Hell"</li> <li>• "Honour the light Brigade/ Noble Six Hundred"</li> </ul> <p><b>Exposure – OWEN (1917)</b>  <b>Realistic</b> - presenting things in a way that is accurate and true to life.  <b>Jaded</b> - bored or lacking enthusiasm</p> <p><b>In 'Exposure', Owen's jaded tone 'exposes' the realistic effects of conflict on the human psyche.</b></p> <ul style="list-style-type: none"> <li>• "Our brains ache in the merciless iced East winds that knife us"</li> <li>• "But nothing happens"</li> </ul>
<p><b>Ozymandias – SHELLEY (1818)</b>  <b>Ephemeral</b> - lasting for a very short time  <b>Extended Metaphor</b>- using an entire poem as a metaphor for a bigger idea. A microcosm.</p> <p><b>In 'Ozymandias', Shelley uses the extended metaphor of a shattered statue to reveal the ephemeral nature of power.</b></p> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• 'Half sunk a shattered visage lie</li> <li>• 'My name is Ozymandias, King of Kings'</li> <li>• 'Look on my Works, ye Mighty, and despair!'</li> <li>• 'Nothing beside remains. Round the decay of that colossal wreck'</li> </ul> <p><b>Structure</b></p>	<p><b>My Last Duchess – BROWNING (1842)</b>  <b>Megalomaniacal</b> - an obsessive desire for power  <b>Naturalistic</b> - closely imitating real life or nature based on the accurate depiction of detail.</p> <p><b>Browning's naturalistic presentation of the Duke in 'My Last Duchess' reveals the corrupting and megalomaniacal effects of power.</b></p> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• 'That's my last Duchess painted on the wall/ Looking as if she were alive.'</li> <li>• 'no one puts by /The curtain I have drawn for you, but I'</li> <li>• 'I gave commands; Then all smiles stopped together'</li> </ul>	<p><b>Bayonet Charge – HUGHES (1957)</b>  <b>Revisionist</b> - reinterpreting of an event or situation  <b>Patriotic</b> - devotion to and vigorous support for one's country.</p> <p><b>Hughes' revisionist depiction of battle in 'Bayonet Charge' leads us to question the value of patriotism and the purpose of war itself.</b></p> <ul style="list-style-type: none"> <li>• "Suddenly, he awoke and war running raw"</li> </ul>

ENGLISH - POWER AND CONFLICT POETRY



ENGLISH - POWER AND CONFLICT POETRY

Week 4 - Storm on the Island & War Photographer	Week 5- The Emigree & Checking Out Me History	Week 6- Remains & Tissue
<p><b>Storm on the Island – HEANEY (1966)</b>  <b>Normalised</b> – when something happens so often it becomes normal.  <b>Desensitised</b>- feeling less shocked due to overexposure to distressing events.                      In 'Storm on the Island', Heaney suggests that when a state of conflict is normalised, those exposed to it are ultimately desensitised to its effects.  <b>Language</b></p> <ul style="list-style-type: none"> <li>'We are prepared: we build our houses squat'</li> <li>The Sea 'Exploding comfortably down on the cliffs...spits like a tame cat Turned savage'</li> <li>'Space is a salvo. /We are bombarded by the empty air'</li> <li>Strange, it is a huge nothing that we fear'</li> </ul> <p><b>Structure</b>                      Enjambment could show the power and freedom of the wind. End Stop lines immediately after show how the storm eventually exhausts itself and loses power.</p>	<p><b>The Emigree- RUMENS (1993)</b>  <b>Subjective</b> - based on personal feelings, tastes, or opinions.  <b>Nostalgia</b> - a sentimental longing for the past.                      In 'The Emigree' Rumens reflects on the subjective nature of memory and the power of the nostalgia it creates.  <b>Language</b></p> <ul style="list-style-type: none"> <li>'There once was a country...i left it as a child'</li> <li>'it may be sick with tyrants, but I am branded by an impression of sunlight'</li> <li>The white streets of that city, the graceful slopes</li> <li>glow even clearer as time rolls its tanks</li> <li>'They accuse me of being dark in their city'</li> </ul> <p><b>Structure</b>                      The rigid distinction between stanzas could reflect three different perspectives across time.</p>	<p><b>Remains – ARMITAGE (2006)</b>  <b>Anecdotal</b> - based on personal accounts rather than facts  <b>Expressionist</b> - seeking to express the inner world of emotion rather than external reality.                      In 'Remains', Armitage's anecdotal tone provides an expressionist insight into of the effects of PTSD.  <b>Language</b></p> <ul style="list-style-type: none"> <li>'probably armed, possibly not'</li> <li>'I see every round as it rips through his life'</li> <li>'The drink and the drugs won't flush him out'</li> <li>'His bloody life in my bloody hands'</li> </ul> <p><b>Structure</b>                      Enjambment between stanzas could reflect the distorting effects of PTSD on our perception and the idea that it is not possible to control the condition.</p>
<p><b>War Photographer – DUFFY (1985)</b>  <b>Psychological</b>- affecting, or arising in the mind  <b>Detached</b> - separate or disconnected.                      In War Photographer, Duffy explores the psychological trauma of conflict and how it can lead us to become emotionally detached.  <b>Language</b></p> <ul style="list-style-type: none"> <li>'In his dark room he is finally alone'</li> <li>'spools of suffering set out in ordered rows'</li> <li>'his hands, which did not tremble then, though they seem to now''</li> <li>'A stranger's features faintly start to twist before his eyes, a half formed ghost.'</li> </ul> <p><b>Structure</b></p>	<p><b>Checking Out Me History – AGARD (2005)</b>  <b>Eurocentric</b> – a version of events that is centred on European perspectives.  <b>Trivialise</b> - make (something) seem less important than it really is.                      In 'Checking out me History, Agard criticises Eurocentric presentations of history and their tendency to trivialise the achievements of black historical figures.  <b>Language</b></p> <ul style="list-style-type: none"> <li>'Dem tell me wha dem want to tell me'</li> <li>'Bandage up me eye with me own history'</li> <li>'Blind me to my own identity'</li> <li>'I checking out me own history...! carving me identity'</li> </ul>	<p><b>Tissue – DHARKER (2006)</b>  <b>Arbitrary</b> – based on random choice  <b>Fractured</b>- broken, cracked, unable to function.                      In 'Tissue', Dharker reflects on the arbitrary and fractured nature of human power.  <b>Language</b></p> <ul style="list-style-type: none"> <li>'Paper that lets the light/ shine through, this/ is what could alter things'</li> <li>'Koran" "Maps" "Fine slips from grocery shops"</li> <li>'Raise a structure never meant to last'</li> <li>'paper smoothed and stroked and thinned to be transparent, turned into your skin.'</li> </ul>




Week 7 – Poppies & Kamikaze		Weeks 8-10- Revision & Comparison	
<p><b>Poppies – WEIR (2009)</b>  <b>Domestic-</b> relating to the home or family relations.  <b>Disenfranchised</b> – deprived of a right or privilege</p> <p><b>In Poppies, Weir explores the domestic facet of conflict and its effect on those disenfranchised by previous depictions of war.</b></p> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• “disrupting a blockade/ of yellow bias binding around your blazer”</li> <li>• “Sellotape bandaged around my hand”</li> <li>• “run my hands through the gelled blackthorns of your hair”</li> <li>• “I went into your bedroom/released a songbird from its cage”</li> </ul> <p><b>Structure</b>                      Weirs use of caesura could reflect the mother’s attempt to control her emotions.</p> <p><b>Kamikaze – GARLAND (2013)</b>  <b>State Power-</b> the power of a government to exercise control with in its borders.  <b>Solemn</b> – serious or dignified.</p> <p><b>In Kamikaze, Garland explores the power of the state over its citizens and its solemn effects.</b></p> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• ‘Her father embarked at sunrise’</li> <li>• ‘shaven head/ full of powerful incantations’</li> <li>• ‘like a huge flag waved first one way then the other in a figure of eight’</li> <li>• ‘He must have wondered/which had been the better way to die.’</li> </ul> <p><b>Structure</b>                      The contrast between rigid stanza lengths and a lack of punctuation could reflect how the power</p>	<p><b>London (1794)</b>                      Blake uses the poem ‘London’ as an <u>ar dent</u> and thinly veiled <u>criticism</u> of those in power in Georgian London.</p> <p><b>Ozymandias (1818)</b>                      In ‘Ozymandias’, Shelley uses the <u>extended metaphor</u> of a shattered statue to reveal the <u>ephemeral</u> nature of power.</p> <p><b>Prelude (1839)</b>                      Wordsworth’s <u>autobiographical</u> poem reflects on the <u>sublime</u> beauty and awesome power of nature.</p> <p><b>My Last Duchess (1842)</b>                      Browning’s <u>naturalistic</u> presentation of the Duke in ‘My Last Duchess’ reveals the <u>corrupting</u> and <u>megalomaniacal</u> effects of power.</p> <p><b>Charge of the Light Brigade (1854)</b>                      Tennyson’s <u>jingoistic</u> presentation of battle in ‘Charge of the Light Brigade’ would have appealed to his <u>contemporary</u> audience.</p> <p><b>Exposure (1917)</b>                      In ‘Exposure’, Owen’s <u>jaded</u> tone ‘exposes’ the <u>realistic</u> effects of conflict on the human <u>psyche</u>.</p> <p><b>Bayonet Charge (1957)</b>                      Hughes’ <u>revisionist</u> depiction of battle in ‘Bayonet Charge’ leads us to question the value of <u>patriotism</u> and the purpose of war itself.</p> <p><b>Storm on the Island (1966)</b>                      In ‘Storm on the Island’, Heaney suggests that when a state of conflict is <u>normalised</u>, those exposed to it are ultimately <u>desensitised</u> to its effects.</p>	<p><b>War Photographer (1985)</b>                      In War Photographer, Duffy explores the <u>psychological</u> trauma of conflict and how it can lead us to become emotionally <u>detached</u>.</p> <p><b>The Emigree (1993)</b>                      In ‘The Emigree’ Rumens reflects on the <u>subjective</u> nature of memory and the power of the <u>nostalgia</u> it creates.</p> <p><b>Checking Out Me History (2005)</b>                      In ‘Checking out me History, Agard criticises <u>Eurocentric</u> presentations of history and their tendency to <u>trivialise</u> the achievements of black historical figures.</p> <p><b>Remains (2006)</b>                      In ‘Remains’, Armitage’s <u>anecdotal</u> tone provides an <u>expressionist</u> insight into of the effects of PTSD.</p> <p><b>Tissue (2006)</b>                      In ‘Tissue’, Dharker reflects on the <u>arbitrary</u> and <u>fractured</u> nature of human power.</p> <p><b>Poppies (2009)</b>                      In Poppies, Weir explores the <u>domestic</u> facet of conflict and it’s effect on those <u>disenfranchised</u> by previous depictions of war.</p> <p><b>Kamikaze (2013)</b>                      In Kamikaze, Garland explores the power of the state over its citizens and it’s <u>solemn</u> effects.</p>	

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It's really important that young people are able to practise careful, silent reading for a decent amount of time, without distraction.

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# Due Tuesday 8am

# Year 9 French



Week 1:		Week 2:		Week 3:		Week 4:		Week 5:	
J'adore le français	I love French	J'aime le français	I like French	Dans mon école, il y a un grand terrain de football.	In my school there is a big football pitch	Hier	Yesterday	Mon uniforme scolaire	My school uniform
J'aime le théâtre	I like drama	J'aime beaucoup les sciences	I really like science	Dans mon école, il y a une petite cour de récréation.	In my school there is a small playground	Je suis allé(e) en cours de...	I went to my .... class	Je porte	I wear
J'aime assez la géographie	I quite like geography	J'adore l'EPS	I love PE	Dans mon école, il y a une vieille cantine.	In my school there is an old canteen	J'ai mangé	I ate	On porte	We wear
Je n'aime pas la technologie	I don't like DT	Je n'aime pas l'informatique	I don't like IT	Dans mon école, il y a un grand gymnase.	In my school there is a big gym	J'ai bu	I drank	Une veste	A blazer
Je déteste l'EPS	I hate PE	Je n'aime pas du tout le théâtre	I really don't like drama	Dans mon école, il y a une salle informatique moderne.	In my school there is a modern computer room	J'ai étudié	I studied	Une chemise	A shirt
Qu'est-ce que tu penses de tes matières?	What do you think of your subjects?	Je déteste la géographie	I hate geography	Dans mon école, il y a une jolie piscine.	In my school there is a pretty swimming pool	J'ai parlé	I talked	Une cravate	A tie
Ma matière préférée	My favourite subject	le professeur de mathématiques	The maths teacher (f)	Dans mon école, il y a des laboratoires modernes.	In my school there are some modern labs	J'ai écrit	I wrote	Une jupe	A skirt
Personnellement, j'adore l'anglais parce que c'est facile	Personally, I love English because it's easy	le professeur de musique	The music teacher (m)	Mais il n'y a pas de bibliothèque.	But there is no library	J'ai fait	I did	Un pantalon	Trousers
Moi perso, je n'aime pas l'histoire parce que c'est nul	Me personally, I don't like history because it's rubbish	l'histoire est utile	History is useful	J'aime mon école parce que la cour de récréation est grande.	I like my school because the playground is big	J'ai écrit	I wrote	Un pull	A jumper
C'est ennuyeux	It's boring	La technologie est amusante	DT is fun	Je n'aime pas mon école parce que les salles de classe sont vieilles.	I don't like my school because the classrooms are old	J'ai fait	I did	Un jean	Jeans
C'est créatif	It's creative	la science est ennuyeuse	Science is boring			J'ai dû	I had to	Un tee-shirt	A T shirt
Le/la prof est sympa	The teacher is nice	l'anglais est facile	English is easy					Des chaussettes	Socks
Le/la prof est trop sévère	The teacher is too strict	Le dessin est pratique	Art is practical					Des chaussures	Shoes
								Des baskets	Trainers
								Je pense que c'est chic/démodé/pratique	I think it's smart/comfortable/old-fashioned/practical



# Year 9 French



Week 6:		Week 7:		Week 8:		Week 9:		Week 10:	
On doit	You must	Je vais	I'm going to	J'ai travaillé dans	I've worked in	Mon emploi idéal serait	My ideal job would be	Use this week to revise the content from previous weeks in preparation for your assessment.	
On ne doit pas	You must not	J'espère	I hope to	Un bureau/ un garage/ un lycée/ un hôpital	An office/ a garage/ a school/ a hospital	Je dirais que	I would say that		
Je dois	I have to	Je pense à	I'm thinking of	J'aimerais être	I would like to be	L'avantage, c'est que	The advantage is that		
Porter l'uniforme	Wear uniform	Plus tard, j'aimerais étudier	Later on I would like to study	Vétérinaire/ professeur/ électricien/ agent de police/ ingénieur	A vet/ a teacher/ an electrician/ a police officer/ an engineer	L'inconvénient, c'est que	The disadvantage is that		
Utiliser le portable	Use your phone	Plus tard, je veux étudier	Later on I want to study	Parce que je me passionne pour les animaux/ la musique/ les enfants	Because I'm passionate about animals/ music/ children	Mes collègues	My colleagues		
Faire les devoirs	Do homework	Le baccalauréat	A levels	Je m'intéresse au sport/ aux voitures/ à la mode	I'm interested in sport/ cars/ fashion	Les employés	The employees		
Intimider	Bully	Un emploi à temps partiel	A part-time job	Je ne peux pas supporter	I can't stand	Le patron	The boss		
Mâcher du chewing-gum	Chew chewing gum	Si j'ai de bonnes notes	If I get good grades			Mon rêve, c'est	My dream is		
Fumer	Smoke	Quitter l'école	To leave school			Le stress	The stress		
Courir dans les couloirs	Run through the corridors	Poursuivre mes études	To continue with my studies						
		Aller à l'université	To go to University						
		Après les examens	After the exams						
		Trouver	To find						
		Chercher	To look for						



Year 9 - Geography- Cycle 3	Week 1 – Growth of Cities	Week 2 - Push & Pull Factors
<p><b>Key Vocabulary</b></p> <p><b>Slum:</b> A part of LIC/NEE cities where people have built their own houses, often associated with poverty.</p> <p><b>Megacity:</b> City with over 10 million people.</p> <p><b>Regeneration:</b> When a run down area in a city is improved to make it useful again.</p> <p><b>Services:</b> Things provided to you by someone else like schools, hospitals, electricity</p> <p><b>Derelict:</b> Run down areas in UK cities where old factories have been abandoned.</p>	<p><b>Urbanisation:</b> the process of towns and villages developing and becoming bigger as their population increases. More than half of the world's population now lives in towns or cities.</p> <p><b>Megacity:</b> a city with a population of over 10 million people. The largest megacity in the world is Tokyo in Japan with 37.4 million people!</p> <p><b>Rural-urban migration:</b> the movement of people from the villages (rural areas) into the towns and cities (urban areas). It is most common in NEE and LICs. Caused by push and pull factors.</p> <p><b>Natural Increase:</b> growth within a city that results from more births than deaths.</p> <p><b>Urban Sprawl:</b> as the city grows, people build houses on the outskirts of the city causing the city to grow in size taking over countryside.</p>	<p><b>Rural- Urban Migration in LIC/NEE</b></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Out of villages</p> <p><b>Push Factors</b></p> <ul style="list-style-type: none"> <li>• few services</li> <li>• lack of job opportunities</li> <li>• unhappy life</li> <li>• poor transport links</li> <li>• natural disasters</li> <li>• wars</li> <li>• shortage of food</li> </ul> </div> <div style="text-align: center;"> <p>Into the cities</p> <p><b>Pull Factors</b></p> <ul style="list-style-type: none"> <li>• access to services</li> <li>• better job opportunities</li> <li>• more entertainment facilities</li> <li>• better transport links</li> <li>• improved living conditions</li> <li>• hope for a better way of life</li> <li>• family links</li> </ul> </div> </div> <p>These push and pull factors are causing millions of people in LIC/NEEs to migrate into cities. This is urbanisation!</p>
<p><b>Week 3 – Slums and Informal Housing</b></p> <p><b>Informal sector:</b> jobs where people do not pay tax and have no legal working rights, for example selling fruit at a street market. In LIC/NEE countries, informal jobs are common, not in HICs.</p> <p><b>Informal housing:</b> housing built on land that does not belong to those who are building it. Often land which may be unsuitable for the purpose: river beds, land close to industrial activity, land on steep or unstable slopes or next to transport networks.</p> <p>Infrastructure of often poor and there are problems with electricity and sanitation. This informal housing is often known as slums or squatter settlements but in Brazil they are called Favelas.</p> <p>It is estimated that 1 in 7 people on the planet currently lives in a slum. In Some developing countries, it is as much as 90% of the urban population.</p>	<p><b>Week 4 – Case Study: Rio de Janeiro</b></p> <p>Rio is a mega city in SE Brazil with over 14 million residents. It has been growing quickly due to <b>urbanisation</b>. Millions have moved from the rural areas of Brazil into Rio to get better jobs and services (pull factors).</p> <p>Slums in Rio are called <b>Favelas</b>. When poor farmers move to Rio, they have no money so can't get a house or flat. They must build their own house out of whatever material they can get cheap and this is how <b>slums / favelas</b> are born.</p> <p>The biggest <b>pull factor</b> into Rio is good jobs. Poor farmers can get a job in Rio so they make money so they pay taxes so Rio has more money to improve schools, hospitals and other services. This makes Rio and even nicer place to live so more people move in</p>	<p><b>Week 5 – Favelas in Rio</b></p> <p>Rio's favelas are not nice places to live, there are many challenges. There is a lot of poverty, crime and litter for example.</p> <p><b>Economic Challenges-</b> People living in favelas have very little money. If they had more money, they would buy a nice house not in the favela!</p> <p><b>Social Challenges-</b> Crime is a big challenge in Rio's favelas. Drug gangs control many favelas so police don't dare to go in. Schools and hospitals are also overcrowded and low quality.</p> <p><b>Environmental Challenges-</b> Favelas have no sewers or rubbish collection so litter and sewage (poo) get washed down the streets when it rains. YUK! This leads to serious water pollution problems on Rio's world famous beaches</p>



Key Vocabulary	Week 6 – Improving Rio’s Favelas	Week 7 – UK City: Bristol
<p><b>Sustainable:</b> To meet the needs of the present without compromising future generations to meet their own needs.</p> <p><b>Urban Greening:</b> more parks and green space in cities.</p> <p><b>Brownfield site-</b> land that’s been built on before so new houses can improve it</p> <p><b>Greenfield site-</b> land that hasn’t been built on before so its bad for the environment to build there</p> <p><b>Traffic congestion-</b> traffic jam, too many cars on the road so commuting takes a long time</p> <p><b>Commuter-</b> someone who travels to work, sometimes long distances</p> <p><b>Regeneration:</b> Rebuilding and improving run down parts of UK cities that have been abandoned.</p>	<p>Rio is improving and getting richer as a NEE city. They want to improve the faveals but it’s a huge task!</p> <p>In order to improve the faveals, Rio needs to reduce the crime by getting rid of the gangs controlling the faveals. They also need to improve the schools as favela schools are very bad. They also need to improve the housing so everyone has safe electricity and well built houses.</p> <p>Rio has used the <b>Self-Help Scheme</b> to improve houses in favelas. Rio gives building materials to people and some training so the people can re-build their houses. This is a cheap way of solving one problem but it won’t make the favelas great places to live. There are lots more improvements needed!</p>	<p>Bristol is a very important city in SW England. Bristol is very different to Rio as it is a HIC city. It is the 2<sup>nd</sup> richest city in the UK!</p> <p>Bristol has 2 major universities.</p> <p>Bristol imports 700,000 cars every year.</p> <p>Bristol is big into the high tech industries, that’s how they make so much money.</p> <p>Bristol is growing in population.</p> <p><b>National migration</b> means people are migrating from north England for high tech jobs.</p> <p><b>International Migration</b> means people are moving from other countries like Somalia and Poland.</p> <p>All this migration is changing Bristol’s character as a city. There is more diversity and culture now but there is also a shortage of houses and some racism.</p>
Week 8 – Bristol Opportunities / Challenges	Week 9 – Bristol Harbourside Regeneration	Week 10 – Urban Sustainability
<p>Bristol has many opportunities that pull people into the city (pull factors). However there are many challenges as well. Bristol is NOT a perfect city!</p> <p><b>Economic opportunities:</b> high paying jobs so people can make more money!</p> <p><b>Social Opportunities:</b> Lots of entertainment, professional sports teams, festivals, night life.</p> <p><b>Social Challenges:</b> Inequalities! Some parts of Bristol like Stoke Bishop are very rich with good schools and nice houses. However, places like Filwood are quite poor with failing schools and council flats.</p> <p><b>Environmental Opportunities:</b> Bristol is planting many trees and creating parks through urban greening.</p> <p><b>Environmental Challenges:</b> Bristol has run out of</p>	<p><b>Bristol’s Harbourside</b> was full of factories and warehouses with lots of jobs until the 1980s. The factories closed and the Harbourside became <b>derelict</b>.</p> <p>The <b>regeneration</b> of Bristol Harbourside cost millions but it has improved the area a lot. Many <b>derelict</b> factories were knocked down and new flats, museums and restaurants were built.</p> <p>Important features of the <b>regeneration</b> include:                      The M-Shed Museum                      Lloyds Bank Headquarters                      The SS Great Britain</p> <p>Now Bristol Harbourside is the main area for entertainment and tourism. In Year 10 we do a field trip to Bristol Harbourside to investigate the</p>	<p><b>A sustainable city</b> offers a good quality of life to people without harming the environment much.</p> <p>Key features of a <b>sustainable</b> city:</p> <ul style="list-style-type: none"> <li>o Public transport as an alternative to cars.</li> <li>o Walking and cycling is safe.</li> <li>o Renewable resources like solar power are used.</li> <li>o Many resources are recycled.</li> <li>o New homes are energy efficient.</li> <li>o Access to affordable housing.</li> <li>o Community links are strong and communities work together to deal with issues such as crime.</li> <li>o Areas of open space.</li> <li>o Cultural and social amenities are accessible for everyone.</li> <li>o Trees are planted to provide habitat.</li> <li>o There is little pollution and rivers are clean.</li> </ul>



# Year 9 Health and Social Care



Week 1	Week 2	Week 3	Week 4	Week 5
<p><b>Health and Social Care Services</b></p> <p><b>Primary Care</b> – the first point of contact you are likely to have with the NHS:</p> <ul style="list-style-type: none"> <li>• Doctor/GP surgeries</li> <li>• Out-of-hours services</li> <li>• A&amp;E</li> <li>• Dental Care</li> <li>• Telephone services</li> </ul> <p><b>Secondary Care</b> – the next point of contact after primary care (specialist treatment). They have in-depth knowledge:</p> <ul style="list-style-type: none"> <li>• Cardiology (heart)</li> <li>• Respiratory (breathing)</li> <li>• Endocrinology (hormones)</li> <li>• Rheumatology (muscle/joints)</li> </ul> <p><b>Tertiary Care</b> – sometimes a patient needs more than secondary can offer. Complex specialist treatment may be needed. They are experts and provide complex treatments e.g.</p> <ul style="list-style-type: none"> <li>• Oncology (cancer care)</li> <li>• Transplant services</li> </ul> <p><b>Allied Health Professionals</b></p> <p>Help people recover/adapt to injuries/health conditions e.g.</p> <ul style="list-style-type: none"> <li>• Physiotherapist</li> <li>• Occupational Therapist</li> <li>• Speech &amp; language therapists</li> <li>• Dieticians</li> </ul> <p><b>Multidisciplinary Team Working</b></p> <p>Can include referrals between healthcare services, e.g. A GP referring a patient with arthritis to a rheumatologist for specialist care.</p>	<p><b>Health Conditions</b></p> <p><b>Cardiovascular conditions:</b>  <b>Coronary heart disease</b> – Managed by the individual = a healthy diet                      Managed by healthcare services = Cardiologist may insert a stent  <b>Cerebral Vascular Accident (stroke)</b>                      Managed by the individual = Lifestyle changes, exercising                      Managed by healthcare services = GP's may prescribe medicine</p> <p><b>Type 2 Diabetes</b>                      Managed by the individual = Maintaining a healthy weight                      Managed by healthcare services = diabetes nurse to give advice</p> <p><b>Dementia</b>                      Managed by the individual = Engage in mentally stimulating activities e.g. puzzles or reading                      Managed by healthcare services = Occupational therapists help overcome difficulties with tasks</p> <p><b>Obesity</b>                      Managed by the individual = Eating a balanced diet, exercise                      Managed by healthcare services = Psychologists can advise</p> <p><b>Asthma</b>                      Managed by the individual = Avoid triggers e.g. damp, smoke                      Managed by healthcare services = GP prescribes inhaler</p> <p><b>Chronic Obstructive Pulmonary Disease (COPD) (breathing difficulties)</b>                      Managed by the individual = Give up smoking, exercise more                      Managed by healthcare services = GP prescribes medicines/inhalers</p> <p><b>Arthritis</b>                      Managed by the individual = Maintaining a healthy weight                      Managed by healthcare services = Physiotherapy exercises</p> <p><b>Sensory impairments</b> – vision aids  <b>Physical impairments</b> – GP can prescribe medicine for pain  <b>Learning disability</b> – speech and language therapists can improve communication skills.</p>	<p><b>Social Care</b></p> <p><b>Services for Children/Young People</b></p> <p><b>Foster Care</b> – Provides a family environment in a home that is a safe and stable place to live.</p> <p><b>Residential Care</b>- Live in centres for people with specific needs which are often complex.</p> <p><b>Services for Adults or Children with Specific Needs</b></p> <p>Can include learning disabilities, sensory impairments and long term health issues.</p> <p><b>Residential Care</b></p> <p>A safe place for people to live that is not their own home. Accommodation, laundry and meals are provided. Staff are trained to support and are available 24/7.</p> <p><b>Respite Care</b></p> <p>Provides support for families who are carers. Provides trained carers for a few hours or overnight to give the main carer a break.</p> <p><b>Domiciliary Care</b></p> <p>A trained carer will visit their home to help with personal care and daily tasks</p> <p><b>Additional care:</b></p> <ul style="list-style-type: none"> <li>- Informal care – friends, relatives, partners, neighbours</li> <li>- Voluntary care – charities, community groups, faith-based organisations.</li> </ul>	<p><b>Physical Barriers</b></p> <p>Affects how easily a person moves around:</p> <ul style="list-style-type: none"> <li>-Steps at the entrance, busy or cluttered walkways, no car park</li> </ul> <p><b>How they can be overcome:</b></p> <ul style="list-style-type: none"> <li>-Having ramps to access the building, wider door ways</li> </ul> <p><b>Sensory Barriers</b></p> <p><b>Visual</b> – small and hard to read signs, leaflets printed too small</p> <p><b>Hearing</b> – Telephone booking system, struggle to hear instructions</p> <p><b>How they can be overcome:</b></p> <ul style="list-style-type: none"> <li>-Large print leaflets, bigger signs</li> <li>-Online booking system, hearing loops</li> </ul> <p><b>Social and Cultural Barriers</b></p> <p><b>Lack of awareness</b> – e.g. not knowing symptoms</p> <p><b>Differing cultural beliefs</b> – e.g. some people have specific diets &amp; prayer times. Services should listen and respect their needs.</p> <p><b>Social stigma</b> – when a person is seen in a negative way or discriminated against e.g. mental and sexual health conditions can make people scared to get help</p> <p><b>Fear of loss of independence</b> – Reluctant to get help if they think it will affect their independence.</p>	<p><b>Language Barriers</b></p> <p>Affects people who have English as an additional language</p> <ul style="list-style-type: none"> <li>-Doctors using jargon (technical words), information only in one language</li> </ul> <p><b>How they can be overcome:</b></p> <ul style="list-style-type: none"> <li>-Explain medical information in simpler terms, have information available in multiple languages.</li> </ul> <p><b>Geographical Barriers</b></p> <p>Where a service is located and who can access it.</p> <ul style="list-style-type: none"> <li>-No direct transport link, the journey time takes too long</li> </ul> <p><b>How they can be overcome:</b></p> <ul style="list-style-type: none"> <li>-Offering home visits, use local community transport schemes</li> </ul> <p><b>Text Barriers</b></p> <p>Affect people with learning disabilities being able to access text (words written down).</p> <ul style="list-style-type: none"> <li>-May find it difficult to read signs</li> </ul> <p><b>How they can be overcome:</b></p> <ul style="list-style-type: none"> <li>-Have an advocate to help understand information given</li> </ul> <p><b>Financial Barriers</b></p> <ul style="list-style-type: none"> <li>-Cost of prescriptions, travel, charges for some services</li> </ul> <p><b>How they can be overcome:</b></p> <ul style="list-style-type: none"> <li>-NHS vouchers, charitable schemes.</li> </ul>




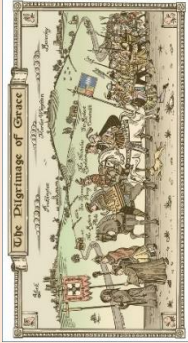
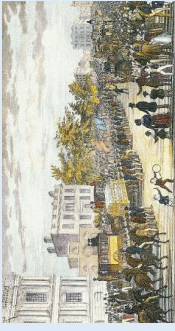
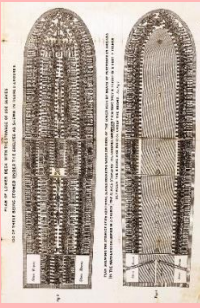
# Year 9 Health and Social Care





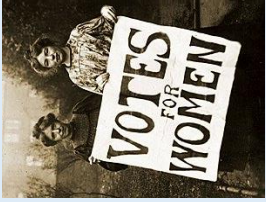


Week 6	Week 7	Week 8	Week 9	Week 10
<p><b>Skills Needed when Delivering Care</b></p> <p><b>Problem Solving</b> – To be able to assess a person's needs and work out the best way to help them.</p> <p><b>Observation</b> – Paying attention to a person's condition and notice any changes in symptoms and mood.</p> <p><b>Dealing with Difficult Situations</b> – Keeping calm when dealing with challenging behaviour. Being patient and compassionate when giving a patient bad news.</p> <p><b>Organisation</b> – Planning their time and workload. Keeping paperwork organised to be able to access quickly.</p> <p><b>Attributes</b> - An attribute is a characteristic of a person</p> <p><b>Empathy</b> – The ability to understand and relate to another person's feelings.</p> <p><b>Patience</b> – Being able to deal with difficult situations without becoming annoyed. Helps individual feel content and at ease.</p> <p><b>Trustworthiness</b> – important for a good relationship with an individual, meaning they are more likely to listen and follow advice.</p> <p><b>Honesty</b> – Important they are given the correct information about their situation so they can be involved in decisions about their care. They need to be made aware of any risks and the options available to them.</p>	<p><b>The 6 C'S – Values for Planning and Giving Care</b></p> <p><b>Care</b> – Should be consistent and correct for their specific needs. E.g. Listening to a person's individual needs and adapting the care they give to the specific person.</p> <p>Referring a person to a different service if they think it will better meet their needs.</p> <p><b>Compassion</b> – Building relationships based on empathy, respect considering their feelings and dignity treating them as you would wish to be treated. E.g. Respecting a person's privacy and closing the door when helping them bathe.</p> <p><b>Competence</b> – Being able to understand a person's needs and having the knowledge and skills to deliver effective care. E.g. Correctly carry out specific tests of procedures.</p> <p><b>Communication</b> – Explaining their care, helping them feel at ease and involved in their care decisions. Being able to listen is just as important as language. E.g. listening to a person's preferences and decisions about their care.</p> <p><b>Courage</b> – Doing the right thing and being brave enough to speak up when they have concerns. E.g. owning up if they've made a mistake.</p> <p><b>Commitment</b> – Being dedicated to continuously improving the care experience they provide e.g. putting the person they are caring for and their individual needs first.</p> <p>- Making sure they have up-to-date skills and knowledge in the area.</p>	<p><b>Obstacles</b></p> <p><b>Lack of time</b> – Struggle to find appointments times that fit around their schedule.</p> <p><b>Lack of Resources – Financial resources</b> e.g. charges for some services such as dental care, transport costs, parking.</p> <p><b>Equipment and Amenities</b> – not having the equipment they need to follow professional advice e.g. exercise equipment.</p> <p>-Lack of ramps or accessible toilets for wheelchair users.</p> <p><b>Unachievable targets</b> – Targets need to be achievable to keep an individual motivated to reach it.</p> <p><b>Lack of Support</b> – People might find it difficult to get the care they need without the help from family and friends e.g. someone to talk to and encourage them.</p> <p><b>Psychological Obstacles</b></p> <p><b>Lack of Motivation</b> – can prevent someone from making an initial appointment, following recommendations.</p> <p><b>Low Self-Esteem</b> – when they seem themselves in a negative way and lack confidence.</p> <p><b>Acceptance of Current State</b> – When a person feels fine at the moment so doesn't think that they need to make changes.</p> <p><b>Stress and Anxiety</b> – People may avoid seeing a care professional because they are worried about getting bad news.</p>	<p><b>Other Factors or Disabilities</b></p> <p>Physical disabilities can affect a person's mobility. Learning disabilities can make it difficult for people to understand new information and cope independently. This can affect how easily they can access care. They may find it difficult to:</p> <ul style="list-style-type: none"> <li>-Physically get to and from the health or social care service</li> <li>-Communicate with their care professionals</li> <li>-Understand the information they have been given.</li> </ul> <p><b>Health Conditions</b></p> <p>Some can make it difficult to access a service that they need:</p> <ul style="list-style-type: none"> <li>-A person with a visual impairment may not be able to drive and struggle to get to a service</li> <li>-A person with dementia having problems with memory.</li> </ul> <p><b>Addiction</b></p> <p>When a person becomes dependent on a substance e.g. alcohol, nicotine and drugs. They may find it difficult to get the care they need e.g.</p> <ul style="list-style-type: none"> <li>-Finding it hard to admit they have an addiction, worried what others may think if them.</li> </ul>	<p><b>Benefits of Skills, Attributes and Values</b></p> <p>People benefit in several ways:</p> <ol style="list-style-type: none"> <li>1. They will be helped to overcome their obstacles e.g. given extra support</li> <li>2. They'll be given high quality care e.g. care professionals should try to continuously improve</li> <li>3. Their care will be person-centred and focused on their own wishes</li> <li>4. They'll be treated with respect e.g. being considerate of another person's feelings</li> <li>5. They won't experience discrimination e.g. being open minded and accepting of others</li> <li>6. They'll be empowered and have independence</li> <li>7. They'll be involved in decisions about their care e.g. being clear about options available to them</li> <li>8. They'll be kept safe from harm e.g. care given from trained and qualified professionals</li> <li>9. They'll feel comfortable raising any complaints they have</li> <li>10. They'll be able to keep their dignity and privacy</li> <li>11. Their confidentiality will be maintained e.g. keeping personal information private</li> <li>12. Their rights will be promoted e.g. being treated fairly having access to the same care.</li> </ol>

# Year 9 History



Week One	Week Two	Week Three	Week Four	Week Five
<p><b>Power and the People Part 1</b></p> <p><b>Magna Carta (1215)</b></p> <p>The barons forced King John to sign it.</p> <p>It limited the King's power and gave rights to freemen.</p> <p>It said all freemen had the right to a fair trial and John had to consult with the barons and bishops about raising taxes.</p> <p><b>Simon de Monfort v Henry III</b></p> <p>Henry III upset his barons by listening more to his French lords and giving in to the Pope.</p> <p>Simon led the barons to overthrow Henry III in 1264. He became like a king for a year.</p> <p>When in power he invited knights and barons to his parliament.</p> <p>Henry III returned and defeated Simon in 1265.</p> 	<p><b>The Peasants' Revolt (1381)</b></p> <p>The peasants were angered by the poll tax and the feudal system.</p> <p>Wat Tyler led a march to London where they burned buildings and beheaded the King's Treasurer and Archbishop.</p> <p>King Richard II went back on his promise to give the peasants their freedom and had the leaders hanged/executed.</p> <p><b>The Pilgrimage of Grace (1536)</b></p> <p>Catholics in the north of England were angry because of the Break with Rome (Reformation).</p> <p>Robert Aske led a peaceful march of about 50,000 people in York.</p> <p>Henry VIII went back on his promise to give the rebels some of their demands. He had over 200 leaders hanged/executed.</p> 	<p><b>Power and the People Part 2</b></p> <p><b>The English Revolution</b></p> <p>Charles I angered MPs by marrying a Catholic and changing the Church, closing parliament for 11 years and raising ship money.</p> <p>The Civil War was between the Parliamentarians and the Royalists and lasted from 1642 – 1649.</p> <p>The Parliamentarians won and Charles I was executed.</p> <p>England had no monarch from 1649-1660. Oliver Cromwell became Lord Protector.</p> <p>In 1660 Charles II returned as king, but the king's power had been reduced and parliament's power had now increased.</p> <p><b>The American Revolution (1776-1783)</b></p> <p>Americans were angry that they had to pay taxes but had no representation in parliament.</p> <p>They won independence from the British Empire.</p> <p>The Declaration of Independence said that all men were equal and people had the right to choose their government.</p>	<p><b>Power and the People Part 3</b></p> <p><b>Political Reform</b></p> <p><b>The Great Reform Act (1832)</b></p> <p>Parliament gave the right to vote to some more middle classes.</p> <p>However, you still had to own property to vote, meaning the working classes had no vote.</p> <p><b>The Chartists</b></p> <p>The People's Charter set out their aims, including the vote for all men over 21 and voting in secret.</p> <p>Moral force Chartists were peaceful and Physical force Chartists used violence.</p> <p>Leaders: Feargus O'Connor and William Lovett.</p> <p>Protest methods: petitions, marches, riots.</p> 	<p><b>Anti-Slavery Movement</b></p> <p>Causes: African slaves were treated horrifically on the middle passage and plantations.</p> <p>Leaders: William Wilberforce, Oluadah Equiano.</p> <p>Protest Methods: petitions, speeches, leaflets, memorabilia.</p> <p>Results: Slavery was abolished in 1833.</p>  <p><b>Anti-Corn Law League</b></p> <p>Causes: The Corn Laws raised tax in imported wheat. Bread prices went up.</p> <p>Leaders: John Bright and Charles Villiers.</p> <p>Protest methods: meetings, speeches, memorabilia.</p> <p>Results: The Corn Laws were repealed (abolished) in 1846.</p>

# Year 9 History

Week Six	Week Seven	Week Eight	Week Nine	Week Ten
<p><b>Factory and Social Reformers</b></p> <p><b>Why did they want reform?</b></p> <p>Dangerous conditions, low wages and long hours in factories. Children as young as 6 worked in factories. Cramped and unhygienic conditions in towns. Overcrowding and unsanitary conditions in prisons.</p> <p><b>George Cadbury</b></p> <p>Built houses, a school and a chapel for his workers around his factory in Bourneville, Birmingham.</p>  <p><b>Robert Owen</b></p> <p>His workers only worked an 8 hour day and he provided a school to educate workers' children.</p> <p><b>Elizabeth Fry</b></p> <p>Set up a school and chapel for women and children in Newgate Prison. Campaigned for prison reform.</p>	<p><b>Workers' Campaigns (19<sup>th</sup> century)</b></p> <p><b>Tolpuddle Martyrs (1834)</b></p> <p>They were arrested for forming a trade union and making an oath to keep it secret.</p> <p>There was a huge protest led by Robert Owen. 200,000 people marched in London and 800,000 signed a petition. The martyrs were freed.</p> <p><b>New Unionism (1880s)</b></p> <p>The <b>Match Girls</b> protested about low pay and dangerous conditions. They went on strike in 1888. They were led by Annie Besant, a journalist. They marched to the Houses of Parliament and organised a boycott. They were successful and achieved higher wages.</p> <p>The <b>Dockers</b> were angered by low wages and casual labour (no guaranteed hours). They went on strike in 1889 and were led by Ben Tillett. They marched through London carrying fish heads and rotten vegetables. They were successful and achieved higher wages and a guaranteed 4 hour day.</p>	<p><b>Power and the People Part 4</b></p> <p><b>Workers' Campaigns (20<sup>th</sup> century)</b></p> <p><b>The General Strike (1926)</b></p> <p>Over a million workers went on strike about low wages and poor conditions. The strike lasted 9 days and failed.</p> <p>The government limited trade unions' rights and membership of trade unions decreased.</p> <p><b>The Miners' Strike (1984-85)</b></p> <p>Margaret Thatcher's Conservative government closed mines, leading to huge unemployment. Miners went on strike and clashed with police.</p> <p>The strikes failed and the government limited trade unions' rights and membership of trade unions decreased.</p> 	<p><b>Womens' Movement (20<sup>th</sup> century)</b></p> <p><b>The Suffragists (peaceful)</b></p> <p>Leader: Millicent Fawcett</p> <p>Protest methods: petitions, articles, meetings, marches.</p> <p><b>The Suffragettes (violent)</b></p> <p>Leader: Emmeline Pankhurst</p> <p>Protest methods: chaining themselves to railings, blowing up post boxes, hunger strikes.</p> <p>Some women over 30 were given the right to vote in 1918, after WWI. All women over 21 were given the right to vote in 1928.</p> <p>In the 1960s women campaigned for equal pay, against discrimination and for the right to have abortions.</p> 	<p><b>Ethnic Minorities (20<sup>th</sup> century)</b></p> <p><b>Causes:</b> People were angered by poor living conditions, low wages, racism and discrimination.</p> <p>Enoch Powell's 'Rivers of Blood' speech seemed to show that there was racism within the government.</p> <p>In the 1970s and 1980s the 'Sus Law' allowed police to stop and search anyone. They targeted young black men.</p> <p><b>The Brixton Riots (1981)</b></p> <p>Lasted 3 days in London. Clashes between the black community and the police. Buildings were burned and over 100 arrests.</p> <p><b>Results:</b> The Scarman Report said that the police needed to avoid targeting black men. The investigation after the murder of Stephen Lawrence showed that there was racism within the police in the 1990s.</p>  



**Unit 1**

# Year 9 Hospitality and Catering



**Week 6**

**1.1.2 Types of employment roles and responsibilities within the industry**

There are four main areas within the industry that you should know the roles and responsibilities within. They are listed below:

**1. Front of house**  
**• Front of house manager:** oversees all staff at the restaurant, provides training, hiring of staff, and ensures good customer service.

**• Head waiter:** oversees the waiting staff of the restaurant in high-end eating establishments.

**• Waiting staff:** greets customers, shows them their table, takes food and drink orders from customers, and serves them their order. Makes sure customers' needs are met, and that the food order is made correctly.

**• Concierge:** advises and helps customers with trips and tourist attractions. Books taxis for customers and parks customer cars.

**• Receptionist:** takes bookings, deals with questions and complaints from customers, checks-in customers, takes payment, and provides room keys.

**• Maître d'hôte:** oversees the service of food and drinks to customers. They greet customers, check bookings, reservations, and supervise waiting staff.

**• Valets:** prevent congestion at the front of hotels by parking cars, they also work with bellhops to remove luggage

**Week 7**

**2. Housekeeping**

**• Chambermaid:** cleans guests' rooms when they leave, and restocks products that have been used, they also provide new bedding and towels.

**• Cleaner:** cleans hallways and the public areas of the establishment.

**• Maintenance:** repairs and maintains the establishment's machines and equipment, such as heating and air conditioning. These responsibilities could also include painting, flooring repair or electrical repair.

**• Caretaker:** carries out the day to day maintenance of the establishment.

**3. The Kitchen Brigade (back of house)**

**• Executive chef:** in charge of the whole kitchen, developing menus and overlooking the rest of the staff.

**• Sous-Chef:** the deputy in the kitchen and is in charge when the executive chef isn't available.

**• Chef de partie:** in charge of a specific area in the kitchen. Eg

**Poissonier (fish chef)** - Prepares all fish and seafood dishes. **Rotisseur (roast chef)** - Prepares all roast meats and sometimes grills. There are many others in large kitchens.

**• Commis chef:** learning different skills in all areas of the kitchen. Helps every chef in the kitchen.

**• Pastry chef:** prepares all desserts, pastry dishes and bakes.

**• Kitchen assistant:** helps with the peeling, chopping, washing, cutting of ingredients, and helps washing dishes and stored correctly.

**• Apprentice:** an individual in training in the kitchen and helps a chef prepare and cook dishes.

**• Kitchen porter/plongeur:** washes the dishes and other cleaning duties.

**Week 8**

**4. Management**

**• Food and beverage Manager:**

responsible for the provision of food and drink in the establishment which will include breakfast, lunch, dinner, and conferences.

**• Housekeeping Manager:** ensuring laundering of bed linen & towels, ordering of cleaning products and overseeing housekeeping staff duties.

**• Marketing Manager:** promotes events and offers to increase custom at the establishment, and is responsible for the revenue of the business

**Personal Attributes-** a quality or personality and trait that someone has in their character. In order to be successful in a particular job role, there are specific personal attributes that an employer looks for and would expect employees and workers to have.

**The most desirable personal attributes are:**

- Organised
- hardworking
- punctual
- hygienic
- pleasant
- calm
- friendly
- good communicator
- team player
- good people skills
- willingness to learn and develop
- flexible.

Employers look for the following Qualifications and experience when they appoint new employees:

- apprenticeships
- experience in the role/sector – part-time job, summer employment
- school, college and/or university qualifications relevant to the job.

**Week 9**

**1.1.3 Working conditions in the hospitality and catering industry**

**Types of employment contracts and working hours:** You need to know the following types of employment contracts and working hours.

**• Casual:** this type of contract could be provided through an agency and used to cover employees that are absent from work due to illness. There is no sick pay or holiday entitlement with this type of employment.

**• Full time (permanent):** working hours including start and finishing times are fixed and stated in this type of contract. A contract of this nature allows the employee to have sick pay and holiday entitlement.

**• Part-time (permanent):** working hours mean that the employee works on certain days of the week. Work times are stated in the contract, including the starting and finishing times that are fixed in this type of contract. The employee has sick pay and holiday entitlement in this type of contract.

**• Seasonal:** this type of contract is used when a business needs more staff due to busy times throughout the year, such as the Christmas period. The contract will state for the employee to work for a specific time frame only. Also, the contract would not expect further or regular work after the contact is complete.

**• Zero hours contract:** this type of contract is chosen between the employer and the employee. This means that the employee can sign an agreement to be available for work when the employer needs staff. No number of days or hours is stated in the contract and the employer doesn't require to ask the employee to work, and neither does the employee have to accept the work offered. No sick pay or holiday entitlement is offered for this type of contract.

**Week 10**

**Pay and benefits in the industry**

**• A salary:** this type of pay is a fixed amount of money paid by the employer monthly, but is often shown as an annual sum on the contract.

**• Holiday entitlement:** employees are entitled to 28 days paid a year. Part-time contracts are entitled less depending to their contract hours.

**• Pension:** on retirement age, an employee qualifies for a pension contribution by the employer and the government.

**• Sick ness pay:** money paid to the employee with certain contracts when they are unable to go to work due to illness.

**• Rates of pay:** national minimum wage should lawfully be offered to all employees over 18 years of age. This rate is per hour and is reviewed each year by the government.

**• Tips:** money given to an employee as a 'thank you' reward for good service from the customer.

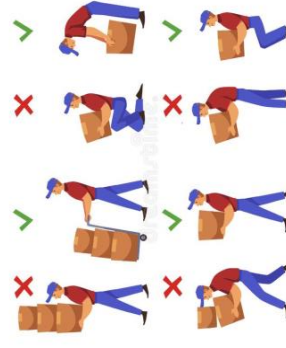
**• Bonus and rewards:** given from an employer to the employee as a way of rewarding all the hard work shown from the employee throughout the year, and helping make the business a success. Also known as remuneration.

**Working hours** -The working hours directive in the UK states that employees on an average cannot work more than 48 hours which is worked out over a period of 17 weeks. Employees can choose not to follow this and work more hours if they want to. People under the age of 18 cannot work more than eight hours a day and 40 hours a week. Employees that work six hours or more a day must have a break of 20 minutes, and have the right to have at least one day off every week.



**Manual Handling Operations Regulations 1992**  
**What employers need to do by law:**

- Provide training for staff.
  - Assess and review any lifting and carrying activities that cannot be avoided.
  - Store heavy equipment on the floor or on low shelves.
  - Provide lifting and carrying equipment where possible
- What paid employees need to do:**
- Ask for help if needed.
  - Squat with feet either side of the item. Keep back straight as you start to lift. Keep the item close to your body whilst walking. Make sure you can see where you're going



**Risks to health and safety including the level of risk (low, medium, high) in relation to employers, employees, suppliers and customers.**

Review and assess level of risks in the workplace e.g. slips, trips, falls, burns etc by completing a risk assessment to avoid from happening.

# Year 9 Hospitality and Catering

Symbol	Hazard	Example products
	<b>Toxic / Very toxic</b> May cause serious health risk or death if inhaled, ingested or it penetrates the skin.	Anti-freeze, drain cleaner, pesticides
	<b>Corrosive</b> In case of contact may cause burns or destruction of living tissue.	Bleach, household cleaning products e.g. inorganic remover, disinfectants, ammonia
	<b>Health hazard</b> May cause damage to health if inhaled, ingested or it penetrates the skin.	Hand sanitiser, methylated spirit, washing detergent, toilet cleaner, insect repellent, paint
	<b>Serious health hazard</b> May cause long-term threats to health or death if inhaled, ingested or it penetrates the skin	White spirit, petrol, turpentine
	<b>Explosive</b> May explode when dry or under the effects of flame or heat	Fireworks, camping gas <i>N.B. aerosols such as deodorants may well explode if heated but are unlikely to carry this symbol</i>
	<b>Oxidising</b> Reacts with other substances and may cause explosive damage or damage to the living tissue.	Hydrogen peroxide (used in hair bleach), swimming pool chemicals, sodium nitrate used for curing meats, garden fertilisers
	<b>Highly Flammable</b> May catch fire on contact with air. Flashpoint below 0 degrees Celsius. <b>Extremely Flammable</b> Liquid with a flashpoint of below 0 degrees Celsius and boiling point below 35 degrees Celsius.	Hand sanitiser, WD40, white spirit, methylated spirit, camping gas, petrol, deodorants, cosmetics such as nail polish remover
	<b>Gases under pressure</b> Gases which may explode when heated or refrigerated gases which may cause cryogenic injuries.	Camping gas, spray paint
	<b>Dangerous to the environment</b> Substances presenting an immediate or delayed danger to the environment.	Bleach, white spirit,

• Keep a record of any injuries, dangerous events or diseases that happen in the workplace.

**What paid employees need to do:**

- Report any concerns of health and safety matters to the employer immediately. If nothing is resolved, then inform the HSE.
- Record any injury in the accident report book.

**Control of Substances Hazardous to Health Regulations (COSHH) 2002**

**What employers need to do:**

- Control substances that are dangerous to health
- Provide correct storage for those substances and appropriate training for staff
- Some examples of substances that are dangerous to health include cleaning products, gases, powders & dust, fumes, vapours of cleaning products and biological agents.

**What paid employees need to do:**

- Attend all training sessions regarding COSHH.
- Follow instructions carefully when using the substances.
- Know the different types of symbols used to know different types of substances and how they can harm users and others when used incorrectly.

**You must learn all the following COSHH international symbols and their meaning:**

**UNIT 1 L03**

**Health and Safety Requirements:**  
 Every year there are many accidents at work, businesses must ensure they minimise risks to both customers and employees by following the following laws:

**Health and Safety at Work Act 1974 (HASAWA)**

**What employers need to do by law:**

- Protect the health, wellbeing and safety of employees, customers and others.
- Review and assess the risks that could cause injuries.
- Provide training for workers to deal with the risks.
- Inform staff of the risks in the workplace.

**What paid employees need to do:**

- Take reasonable care of their own health and safety and the health and safety of others.
- Follow instructions from the employer and inform them of any faulty equipment
- Attend health and safety training sessions.
- Not to misuse equipment.

**Report of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013:**

**What employers need to do:**

- Inform the Health and Safety Executive (HSE) of any accidents, dangerous events, injuries or diseases that happen in the workplace.



Week 1	Week 2	Week 3	Week 4	Week 5
<p><b>Reasons Relationships can be good for you:</b></p> <ul style="list-style-type: none"> <li>- Help us feel loved and valued</li> <li>- Build confidence</li> <li>- Provide understanding and acceptance</li> <li>- Provide respect, trust and care</li> <li>- Provide safety and security</li> <li>- Provide support</li> </ul> <p><b>Empathy</b> means showing understanding for how someone else feels.</p> <p><b>Aggressive behaviour</b> means being forceful and likely to attack or confront someone.</p> <p><b>Passive behaviour</b> means accepting or allowing what happens, without responding to or resisting it.</p> <p><b>Assertive behaviour</b> means knowing your rights and being confident to do what is right and stand up against wrongful behaviour.</p> <p><b>Consent</b> means giving your permission.</p> <p>The legal age of sexual consent in the UK is 16.</p> <p>It is illegal to participate in sexual activity with someone if they have not given their consent.</p>	<p><b>Pornography</b> is visual material containing the description or display of sexual organs or activity. It is intended to stimulate sexual excitement.</p> <p>In the UK it is illegal for under 18s to watch pornography.</p> <p>It is also illegal for individuals to produce pornography that features under 18s.</p> <p><b>Sexting</b> is when people share a sexual message or naked/semi-naked image with another person. Taking a pornographic image or video could result in someone being guilty of creating an 'indecent image.' It is a criminal offence to share explicit images of an under 18, including if an under 18 has taken an explicit image of themselves.</p> <p>Pornography often presents an unrealistic and sometimes unsafe view of sex and relationships. It can lead to these problems:</p> <ul style="list-style-type: none"> <li>- People have unrealistic expectations of sex.</li> <li>- Acts of violence or sexual assault.</li> <li>- Addiction to increasingly explicit pornography.</li> <li>- Enabling people trafficking and modern slavery (many people are forced to take part in filming).</li> </ul>	<p>Having unprotected sex with someone who has had more than one sexual partners can lead to the spread of sexually transmitted infections (STIs).</p> <p>Wearing a condom can help to prevent some STIs.</p> <p>Sexual health clinics can offer young people advice and treatment. You can speak to your doctor or any adult you trust in school.</p> <p>The following statements are things that some people say are untrue, but they are true. Make sure you know what is true!</p> <ul style="list-style-type: none"> <li>- It is possible to get pregnant the first time you have sex.</li> <li>- You can get pregnant standing up.</li> <li>- Some sperm is released before ejaculation, so withdrawal is not a good way to prevent pregnancy.</li> <li>- It is possible for a woman to get pregnant when she is on her period.</li> </ul> <p>Research shows that about 80% of 15 year olds are virgins (they have not had sex). Research also shows that most adults wish they had waited longer until having sex for the first time.</p>	<p><b>Contraception</b> is the deliberate use of a method to avoid pregnancy.</p> <p><b>Condoms</b> are the only form of contraception that prevent some STIs. They are 99% effective when used correctly.</p> <p>The <b>contraceptive pill</b> is 99% effective when taken correctly. The 2 main types are the combined pill (contains progesterone and oestrogen) and the progestogen-only pill.</p> <p>The <b>coil</b> (IUS or IUD) is inserted into the womb. It is effective for 5-10 years. It is 99% effective.</p> <p>The <b>contraceptive implant</b> is inserted under the skin of a woman's arm. It is 99% effective over a time of 3 years.</p> <p>The <b>cervical cap</b> is fitted over the cervix. It is 92% effective.</p> <p>A <b>miscarriage</b> is the spontaneous and natural loss of a pregnancy. About 50% of people in the UK say they, or someone they know, has experienced a miscarriage.</p> <p>An <b>abortion</b> is the deliberate termination of a pregnancy using medical intervention. In the UK the legal limit for an abortion is generally 24 weeks.</p>	<p><b>Worldview: 'There is no objective purpose to life.'</b></p> <p><b>Nihilism</b> is a view point that there is no purpose or meaning in life. It comes from a Latin word meaning nothing.</p> <p>Nihilists believe that traditional values and beliefs are unfounded and that there is no meaning to our existence.</p> <p>In the 19<sup>th</sup> century, <b>Friedrich Nietzsche</b>, a German philosopher, observed that many people had stopped following traditional moral teachings, particularly those of Christianity. He famously wrote that 'God is dead', meaning that people had stopped believing in God.</p> <p>As a result, some people say there is no such thing as good and evil. They say everything is pointless and the world is going to end in oblivion. Johnny Rotten, lead singer of the Sex Pistols, sang 'When there's no future, how can there be sin?'. However, philosophers such as Nietzsche came to believe that individuals can create their own meaning to life <b>Existentialism</b> is the view that people have free will to create their own individual purpose, rather than relying on a higher power to determine what is right. <b>Soren Kierkegaard</b> was a philosopher who developed this idea.</p>



<p>Week 6</p>	<p>Week 7</p>	<p>Week 8</p>	<p>Week 9</p>	<p>Week 10</p>
<p><b>Worldview: 'The purpose of life is to experience wealth/pleasure.'</b></p> <p><b>Consumerism</b> is the view that accumulating wealth and possessions leads to happiness.</p> <p>Consumerism suggests that your identity is rooted in your purchases and what you wear and own. Branding and labelling are very important to individuals.</p> <p>Consumerist societies generate high levels of consumption through creativity, production and advertising. Adverts promote the idea that products will bring you true happiness.</p> <p>Consumerism first developed in the 20<sup>th</sup> century.</p> <p>A consumerist lifestyle is individualistic; individuals compete to have the most money, the best possessions and be the happiest.</p> <p><b>Hedonism</b> is the idea that the purpose of life is to seek pleasure or happiness. This is the only thing with true value.</p> <p>Many hedonists seek pleasure in food, drink, substances and sex.</p> <p>However, many Hedonistic philosophers believed that higher forms of pleasure could be found in activities such as reading.</p> <p>Hedonism is one of the oldest ideas of philosophy and was developed by the Ancient Greek philosopher <b>Epicurus</b>.</p>	<p><b>Worldview: The purpose of life is to establish a powerful nation.</b></p> <p><b>Fascism</b> is the belief that one nation is superior to all other nations. It promotes leadership by a strong individual and emphasises the importance of a strong military. It developed as a popular belief in the 1920s and 1930s.</p> <p>In Fascist societies, the nation is far more important than the individual. If an individual threatens national life, they must be removed.</p> <p><b>Adolf Hitler</b> is the most infamous example of a Fascist leader in history. Hitler and the Nazis believed that the Aryan race was superior to all other races. They particularly believed that Jewish people were inferior to others, which led to the Holocaust.</p> <p>Many Fascists have used <b>Darwin's theory of natural selection and evolution</b> to support their beliefs. They believe that one race has evolved and therefore has superior physical and psychological characteristics than other races. This is known as <b>Social Darwinism</b>. Showing compassion or kindness to struggling people is seen as weak.</p> <p>The Nazi Party tried to prove that the brains of Jewish people were inferior by carrying out experiments in concentration camps.</p>	<p><b>Worldview: 'The purpose of life is to struggle for equality for ordinary people.'</b></p> <p><b>Marxism</b> is a worldview based on the work of Karl Marx. He was a German philosopher who lived in the 19<sup>th</sup> century.</p> <p>Marx believed that <b>Capitalism</b> was the cause of all problems. Capitalism is a system where a country's trade and industry are controlled by private owners to make profit. Marx said that in capitalist systems a few people get richer, while most ordinary people – the workers – are exploited (taken advantage of).</p> <p>Marx believed that religion was used by the rich to control the workers.</p> <p>He believed that workers would recognise this and struggle for equality. They would eventually overthrow the rich and the people would control the production of goods and distribution of wealth. Eventually, there would be no need for a government because this would be done in a way that was equal.</p> <p>Marx's ideas influenced the ideas of <b>socialism</b> and <b>communism</b>.</p> <p>In Russia, the <b>Communist Party</b> overthrew the monarchy in 1917. However, their system of government resulted in the dictatorship of <b>Joseph Stalin</b> where millions were killed and wealth was not equally distributed.</p>	<p><b>Worldview: 'The purpose of life is to do good for others.'</b></p> <p><b>Humanism</b> is worldview that rejects belief in god, the afterlife or the supernatural. They only trust scientific and rational methods to understand how the world works.</p> <p>Humanists believe that human beings can give their own life meaning by seeking happiness and helping others to do the same.</p> <p>Humanists often make decision based on a concern for other people and animals. When making ethical decisions, many Humanists use <b>Utilitarian</b> principles.</p> <p><b>Utilitarianism</b> was a philosophy developed by <b>Jeremy Bentham</b> and <b>John Stuart Mill</b> in the nineteenth century. They proposed that actions are right if they promote happiness and that when making a decision, people should do what is the best thing for the greatest number of people. This is sometimes summarised as doing the 'greatest good.'</p> <p>Famous humanists include the author, actor and broadcaster <b>Stephen Fry</b>, the feminist <b>Gloria Steinem</b> and the scientist <b>Albert Einstein</b>.</p>	<p><b>Worldview: 'The purpose of life is to worship God.'</b></p> <p><b>Christianity, Islam and Judaism</b> are known as the <b>Abrahamic religions</b> because they all recognise the significant role of Abraham. All 3 emphasise the worship of God as central to the purpose of life.</p> <p>Most <b>Jews</b> believe that God created all things. The Hebrew word for God, 'Yahweh', means 'I am'. God has no beginning or end, he simply exists. God chose to show his love and goodness to the Jewish people, and they are to show God's love to the whole world. Many Jews believe that the <b>Messiah</b> (rescuer) will come and restore the Jewish nation. They believe that God will be worshipped by his people for eternity.</p> <p>Similarly, <b>Christians</b> believe that God created all things and that people have been separated by God through sin. However, they believe that <b>Jesus Christ</b> was the Messiah: that through his death and resurrection, people can be in relationship with God. Therefore, most Christians' response is to worship God the Father, Son and Holy Spirit with their whole life.</p> <p>Most <b>Muslims</b> believe that the purpose in life is to worship God (<b>Allah</b>). They believe that he created all things and is mighty and merciful. There are 99 special names given to Allah. Many Muslims worship Allah through the <b>5 pillars</b>: Shahadah (declaration of faith); sawm (fasting); salah (prayer); zakat (charity); hajj (pilgrimage).</p>



# Mathematics

# sparx Homework

## How to login:

1. Go to 'www.sparx.co.uk'
2. Click on 'Login' in the top right corner, then on 'Student Login'.
3. Search for 'St Luke's Church of England School' in the 'find your school' box.
4. Login with your username and password, which should be written into your homework book.
5. Click on 'Homework'

## Complete your compulsory Sparx homework as follows:

- ✓ Write the bookwork code
- ✓ You must show your working and your answer.
- ✓ Mark your answer.
- ✓ If you are struggling, watch the video.
- ✓ Your homework is only complete when you have answered every question correctly.

*Homework* *Thursday 1<sup>st</sup> June 2017*

Task 1

D40  $12 + 13 = \underline{25}$  ✓

E50  $4 \times 3 + 2 \times 5 =$   
 $12 + 10 = \underline{22}$  ✓

F60  $\begin{pmatrix} 12 : 18 \\ \div 6 \\ \hline 2 : 3 \end{pmatrix}$  ✓

H70  $\frac{1}{14} + \frac{1}{7} = \frac{1}{21}$  ✗

J90  $\frac{1}{8} + \frac{1}{4} = \frac{1}{8} + \frac{2}{8}$   
 $= \frac{3}{8}$  ✓

A01  $\begin{array}{r} +493 \\ 162 \\ \hline 655 \end{array}$  ✓

E41  $P(\text{yellow}) = \frac{3}{6}$  ✗

F51  $P(\text{black}) = \frac{4}{8}$   
 $= \frac{1}{2}$  ✓

Task 2

G61 All the marbles are green.  
The probability of  
choosing a purple marble  
is impossible ✓

H71  $P(\text{odd}) = \frac{3}{5}$  ✓

Task 3

J22 *Evans* ✓

Your book work should look like this. You can earn merits for good book work, as well as completing your compulsory, XP boost and target homework tasks.

## What if I need help?

Speak to your Maths teacher about the Sparx help clubs.



# Need to know formulae

## Areas

Rectangle =  $l \times w$

Parallelogram =  $b \times h$

Triangle =  $\frac{1}{2} \times b \times h$

Trapezium =  $\frac{1}{2}(a + b)h$

## Circles

Circumference =  $\pi \times \text{diameter} = \pi d$   
 $2 \times \pi \times \text{radius} = 2\pi r$

Area of a circle =  $\pi \times \text{radius squared} = \pi r^2$

## Right-angled triangles

Pythagoras' Theorem  
 For a right-angled triangle  
 $a^2 + b^2 = c^2$

Trigonometric ratios (new to F)  
 $\sin x^\circ = \frac{\text{opp}}{\text{hyp}}$ ,  $\cos x^\circ = \frac{\text{adj}}{\text{hyp}}$ ,  $\tan x^\circ = \frac{\text{opp}}{\text{adj}}$

## Volumes

Cuboid =  $l \times w \times h$

Prism =  $\text{area of cross section} \times \text{length}$

Cylinder =  $\pi r^2 h$

## Compound measures

Speed =  $\frac{\text{distance}}{\text{time}}$

Density =  $\frac{\text{mass}}{\text{volume}}$

Pressure =  $\frac{\text{force}}{\text{area}}$

## Angles formed by parallel lines

ALTERNATE, CORRESPONDING, INTERIOR

## Constructing Pie Charts

The angle to draw for each sector is  
 $\text{Angle} = \frac{\text{frequency}}{\text{total}} \times 360^\circ$

Angles in Polygons  
 Sum of Interior Angles =  $(n - 2) \times 180^\circ$   
 Where n is the number of sides of the shape

Exterior Angles add up to  $360^\circ$

One exterior angle in a REGULAR polygon =  $\frac{360^\circ}{n}$

Interior + Exterior =  $180^\circ$

## Other useful formulae

gradient =  $\frac{\text{change in } y}{\text{change in } x}$

% change =  $\frac{\text{difference}}{\text{original}} \times 100$

## Types of numbers

**SQUARE NUMBERS**  
 → 1, 4, 9, 16, 25, 36, 49, 64, 81, 100 etc

**CUBE NUMBERS**  
 → 1, 8, 27, 64, 125 etc

**PRIME NUMBERS**  
 → 2, 3, 5, 7, 11, 13, 17, 19, 23, 29 etc

## Foundation Formula Quiz

## Higher Formula Quiz

### Areas

Parallelogram =  $b \times h$

Triangle =  $\frac{1}{2} \times b \times h$

Trapezium =  $\frac{1}{2}(a + b)h$

### Circles

Circumference =  $\pi \times \text{diameter} = \pi d$   
 OR  $2 \times \pi \times \text{radius} = 2\pi r$

Area of a circle =  $\pi \times \text{radius squared} = \pi r^2$

Area of a Sector  
 $A = \frac{\theta}{360^\circ} \times \pi r^2$

Length of an Arc  
 $A = \frac{\theta}{360^\circ} \times \pi d$

### Volumes

Prism =  $\text{area of cross section} \times \text{length}$

Cylinder =  $\pi r^2 h$

Volume of pyramid =  $\frac{1}{3} \times \text{area of base} \times h$

### Angles in Polygons

Sum of Interior Angles =  $(n - 2) \times 180^\circ$   
 Where n is the number of sides of the shape

Exterior Angles add up to  $360^\circ$

One exterior angle in a REGULAR polygon =  $\frac{360^\circ}{n}$

Interior + Exterior =  $180^\circ$

### Compound measures

Speed =  $\frac{\text{distance}}{\text{time}}$

Density =  $\frac{\text{mass}}{\text{volume}}$

Pressure =  $\frac{\text{force}}{\text{area}}$

### Right-angled triangles

Pythagoras' Theorem  
 For a right-angled triangle  
 $a^2 + b^2 = c^2$

Trigonometric ratios (new to F)  
 $\sin x^\circ = \frac{\text{opp}}{\text{hyp}}$ ,  $\cos x^\circ = \frac{\text{adj}}{\text{hyp}}$ ,  $\tan x^\circ = \frac{\text{opp}}{\text{adj}}$

### Angles formed by parallel lines

ALTERNATE, CORRESPONDING, INTERIOR

### Quadratic equations

The Quadratic Equation  
 To solve a quadratic equation in the form:  
 $ax^2 + bx + c = 0$

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

### Indices and surds

$a^0 = 1$ ,  $a^1 = \sqrt{a}$

$a^{-n} = \frac{1}{a^n}$ ,  $a^n = \sqrt[n]{a}$

$\sqrt{a \times b} = \sqrt{a} \times \sqrt{b}$

$\frac{\sqrt{a}}{\sqrt{b}} = \sqrt{\frac{a}{b}}$

### Straight lines

gradient =  $\frac{\text{change in } y}{\text{change in } x}$

Given a gradient of a line m, the gradient of the line perpendicular to it is  $-\frac{1}{m}$

Perpendicular gradients multiply to give -1.

### Trigonometric formulae

Sine Rule  $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$

Cosine Rule  $a^2 = b^2 + c^2 - 2bc \cos A$

Area of triangle =  $\frac{1}{2} ab \sin C$

x	0°	30°	45°	60°	90°
sinx	0	$\frac{1}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{\sqrt{3}}{2}$	1
cosx	1	$\frac{\sqrt{3}}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{1}{2}$	0
tanx	0	$\frac{1}{\sqrt{3}}$	1	$\sqrt{3}$	Undefined (infinite)




# Music Year 9

How to log in:

- 1). Click the homework link located on Google Classroom.
- 2). Start typing St Luke's in the Find Your School box.

The screenshot shows a 'Sign in' interface. At the top, it says 'Sign in'. Below that is a section titled 'Find Your School' containing a search input field with the placeholder text 'Type your school name or address...' and a clear button (X). Below the search field is a blue 'Login' button.

- 3). Press Login.
- 4). Sign in with your school email account.

 Sign in with Google



## Sign in

to continue to [Focus on Sound](#)

Email or phone

Music.Music99@stlukescofe.school

[Forgot email?](#)

Before using this app, you can review Focus on Sound's [privacy policy](#) and [Terms of Service](#).

[Create account](#)

[Next](#)

- 5). Complete the task set in Google Classroom.

Homework is set on a Monday and is due for completion at 8am the following Monday.

Any issues speak to Mr Munkley Break 1 on Thursday.



# Year 9 - Philosophy and Ethics – Cycle 3



Week 1	Week 2	Week 3	Week 4	Week 5
<p><b>“There is no God but Allah and Muhammad is his messenger”</b> Shia’s add: “and Ali is his friend”</p> <p><b>“All people are as equal as the teeth of a comb”</b> (Hadith)</p> <p>Sunni Muslims believe in the six articles of faith or the six beliefs:</p> <ul style="list-style-type: none"> <li>• The belief in Allah</li> <li>• The belief in angels</li> <li>• The belief in holy books</li> <li>• The belief in the prophets (messengers)</li> <li>• The belief in the last day</li> <li>• The belief in life after death</li> </ul> <p>You must believe in all six to be a Sunni Muslims. The first five beliefs are based on the Qur’an and all six can be found in the Hadiths.</p> <p>There are some disagreements between Muslims about the six beliefs so some Sunni Muslims group the six as the following:</p> <ul style="list-style-type: none"> <li>• Tawhid (oneness of Allah)- Belief in Allah</li> <li>• Risalah (the messengers of Allah)- belief in angels, holy books and messengers</li> <li>• Akirah (the end of life)- belief in the last day and life after death</li> </ul> <p>All of the six beliefs are extremely important to Muslims and each one can individually be debated as the most important.</p>	<p><b>“It is Allah who created you from a single person”</b></p> <p><b>“Allah has appointed you his stewards”</b> (Hadith)</p> <p>Shi’a Muslims have the five roots of faith (usul ad-din) the beliefs are:</p> <ul style="list-style-type: none"> <li>• The belief in the oneness of Allah- Tawhid</li> <li>• Belief in justice- Adalat</li> <li>• Belief in prophets- Nubuwwah</li> <li>• Belief in the successors of Muhammad- Imamah</li> <li>• Belief in the day of judgement</li> </ul> <p>You must believe all 5 in order to be a Shi’a Muslim. They are based on the Qur’an and the teachings of the 12 imams.</p> <p>The five roots are important because:</p> <ul style="list-style-type: none"> <li>• They are the basis of shi’a Islam</li> <li>• Without the 5 roots shi’as would not be able to perform the acts of worship necessary</li> <li>• Shi’a Muslims must hold onto this belief if they wish to enter heaven</li> </ul>	<p><b>“In the name of Allah, the Merciful, the Compassionate”</b></p> <p><b>“He is Allah, the One... There is nothing comparable to Him”</b> (Qur’an, Surah 112)</p> <p>Allah is the Arabic word for God. It is impossible to say Allah’s in Arabic, therefore it is a fundamental belief that there is only 1 God in Islam.</p> <p>Muslims believe the Quran has total authority as: it contains the word of God, it has never been distorted, it is God’s final word, there will never be another book, it teaches Muslims how to live their life.</p> <p>In the Quran it discusses the 99 names of Allah such as: The Creator, The Tremendous, The All knowing, The Judge, The Bestower.</p> <p><b>Tawhid - Oneness of Allah</b></p> <p>Omnipotence- all powerful every surah (chapter) except surah 9 its starts with Bismillah (in the name of Allah).</p> <p><b>Risalah – Prophets</b></p> <p>Muslims believe that Allah created humans to look after the earth for him and humans need prophets to know how to do this. Prophets are human, but they were chosen by God to receive His messages, Muslims also believe they are sinless. This is why after a Muslim says a prophets names they say peace be upon them as the prophet should be blessed. According to the Qur’an each prophet brought Islam but then over time humans distorted it, this is why it had to be given again to a different prophet, ending with Muhammad.</p>	<p><b>“Muhammad is the messenger of Allah and the Seal of the Prophets”</b> (Qur’an 33:40)</p> <p><b>The main prophets in Islam:</b></p> <p>Adam - the first prophet. Adam and his wife Hawwa (eve) where instructed to look after the earth. They ate the apple from the garden and they were sent to earth. When on earth they asked for forgiveness and God forgave them and then guided them, Adam built a house for Allah in Makkah called the Ka’aba.</p> <p>Ibrahim- Couldn’t have any children because he was old, God gifted him Ishma’il and Ishaq, Muslims believe Ishaw was the prophet for the Jews and Ishma’il the prophet for the Arabs.</p> <p>Ishma’il- helped re-build the Ka’aba</p> <p>Musa (Moses)- He was told by God to lead the Jews out of slavery in Egypt and to Gods promised land. Musa was given the Torah.</p> <p>Dawud (David)- was given Zabur (psalms) which is part of the Bible however it became distorted</p> <p>Isa (Jesus)- Maryam (his mother) had a virgin birth. He then performed many miracles in his life. Muslims believe he was taken from the cross to heaven so that he never died.</p>	<p><b>“Follow what is revealed to you from Allah”</b></p> <p><b>Holy Books:</b> The Arabic word for holy books is <b>kitab</b>.</p> <p>Prophet Ibrahim (Abraham) was given the Allah’s message in a book called the Sahifa Ibrahim (the scrolls of Abraham) however this book became distorted and so all copies were lost.</p> <p>Prophet Musa (Moses) was given Allah’s message in the Torah but this also became distorted.</p> <p>Prophet Dawud (David) was given Allah’s message in the Zabur (psalms), some of the undistorted parts have remained in the Psalms of the Old Testament.</p> <p>Prophet Isa (Jesus) was given the Injil (the gospels) but Muslims believe that Christians removed the coming of Prophet Muhammad from the Injil prophecies.</p> <p>Allah decided that his message had to be given in a new way because every time he had sent it with other prophets it had become distorted. Prophet Muhammad was given the words of the Qur’an via the Angel Jibril. He could not read or write so he had to memorise every word. Later, Muhammad had secretaries who wrote down the revelations. Most Muslims agree that Allah truly made one book, the Qur’an, which is the eternal word of Allah and the heavenly original.</p>



# Year 9 - Philosophy and Ethics – Cycle 3



Week 6	Week 7	Week 8	Week 9	Week 10
<p><b>“Allah sees well all that we do” (Qur’an 49:18)</b></p> <p><b>Angels:</b> The Arabic word for angels is <b>Malaikeh</b>.</p> <p>Muslims believe that Allah is too great to directly communicate with humans and therefore he created angels to do this. The Qur’an teaches that angels have no free will and so they can never commit sins and they obey all of Allah’s commands. Because they are sinless, they are allowed direct access to Allah.</p> <p>The functions of angels are to:</p> <ul style="list-style-type: none"> <li>• Praise Allah in heaven</li> <li>• Guard the gates of hell</li> <li>• Record the good and bad deeds that all humans commit to present to Allah on their Last Day for him to judge</li> </ul> <p>The three main angels are:</p> <ul style="list-style-type: none"> <li>• Jibril (Chief angel – he delivered Prophet Muhammad the Qur’an)</li> <li>• Mika’il (second in command – the guardian of heaven who protects it from evil and the devil)</li> <li>• Izra’il (the angel of death – he watches over the dying and then takes the souls of people at death and returns them to Allah)</li> </ul>	<p><b>‘He who is the All-knowing, the All Powerful’</b></p> <p><b>Al-Qadr (fate):</b></p> <p>Al-Qadr is most commonly known as predestination. This means that everything is following the divine plan of God.</p> <p>God has plan for both the universe and humans and Muslims must trust Gods plan.</p> <p>Akirah is the teaching of the afterlife. Muslims believe they will be brought before God and judged. God will judge everyone based on their actions, beliefs and reward or punish accordingly.</p> <p>Shia Muslims believe in <i>mu’tazilites</i> which means humans still have free will, therefore people can still be judged by God on their actions and be punished or rewarded accordingly.</p> <p>Sunni Muslims believe that God already knew what actions people would take based on their free will. Therefore God has the attribute of fore knowledge.</p> <p>The belief in al-Qadr means that Allah has a master plan for the universe, because God is omnipotent nothing can happen without Gods permission.</p>	<p><b>“Fear the day when we shall be bought back to Allah”</b></p> <p><b>“Whoever forgives and amends, shall have his reward from Allah”</b></p> <p><b>Akirah (Muslim beliefs about life after death):</b></p> <p>Muslims believe when they die their body stays in the grave until the last day. The Qur’an teaches that the world will be brought to an end by God whenever He chooses. Before that day Isa will return and the angel Israfil will sound the trumpet and the dead will be raised. Everyone will stand on Arafat (near Makkah) and wait to be judged by Allah.</p> <p>Heaven is described as a paradise- Jannah. It is a place of delight.</p> <p>Hell is called Jahannam and is described as a place of fire and torture. The most common belief is that once in hell you stay on one of the seven levels however a few Muslims believe some people will just stay in hell for a short amount of time before God removes them.</p> <p>Some Muslims believe that if you die when on Hajj or fighting you go straight to heaven rather than being judged.</p> <p>Some Muslims believe that after death souls are visited by the angel of death and questioned about their faith, if they answer with a true Muslim belief they will be shown their place in heaven. If they answer wrongly they are beaten.</p>	<p><b>Key vocabulary and quotes</b></p> <p>Six Beliefs of Islam - Belief in Allah, the Only One God. Belief in Angels. Belief in Holy Books (Qur’an). Beliefs in the Holy Books. Belief in the Prophets. Belief in the Day of Judgement. Belief in predestination. Usul ad-Din - The five roots of of Shi’a Islam, also known as the five principles of religion. Tawhid (the Oneness of God). Adalat (justice), prophethood, imamate, resurrection.</p> <p>Tawhid - The oneness of Allah. Belief in Allah’s unity</p> <p>Imamah - Successors of Muhammad</p> <p>Immanence - Allah is here in, and part of the material world, close to believers</p> <p>Beneficence - The quality of being all loving</p> <p>Transcendence - Allah is beyond the physical or normal experiences of Humanity</p> <p>Mercy - Compassion and forgiveness</p> <p>Adalat in Shi’a Islam - God’s quality of being just</p> <p>Kutub - Muslim Holy Books</p> <p><b>“Allah has appointed you his stewards” (Hadith)</b></p> <p><b>“All people are as equal as the teeth of a comb” (Hadith)</b></p> <p><b>“Fear the day when we shall be bought back to Allah”</b></p> <p><b>“He is Allah, the One... There is nothing comparable to Him” (Qur’an, Surah 112)</b></p> <p><b>“It is Allah who created you from a single person”</b></p>	<p><b>Key vocabulary and quotes</b></p> <p>Malaikeh - Angels</p> <p>Al-Qadr - Idea of Predestination</p> <p>Predestination - The idea of divine destiny in Islam. Allah wrote down in the Preserved Tablet all that has happened and will happen, which will come to pass as written. Allah has a plan for everyone. It is one of Islam’s six articles of faith</p> <p>Akirah - The afterlife. Belief in The Last Day and life after death</p> <p>Judgement - The final trial of all humanity, the living and the dead, at the end of the world</p> <p>Paradise - Final resting place for those who have submitted to Allah</p> <p>Hell - A place of eternal punishment</p> <p>Risalah - The messengers of Allah. Belief in prophethood.</p> <p><b>“There is no God but Allah and Muhammad is his messenger”</b></p> <p><b>Shia’s add: “and Ali is his friend”</b></p> <p><b>“Allah sees well all that we do” (Qur’an 49:18)</b></p> <p><b>“In the name of Allah, the Merciful, the Compassionate”</b></p> <p><b>“Follow what is revealed to you from Allah”</b></p> <p><b>“Whoever forgives and amends, shall have his reward from Allah”</b></p> <p><b>‘He who is the All-knowing, the All Powerful’</b></p> <p><b>“Muhammad is the messenger of Allah and the Seal of the Prophets” (Qur’an 33:40)</b></p>

**PHOTOGRAPHY**

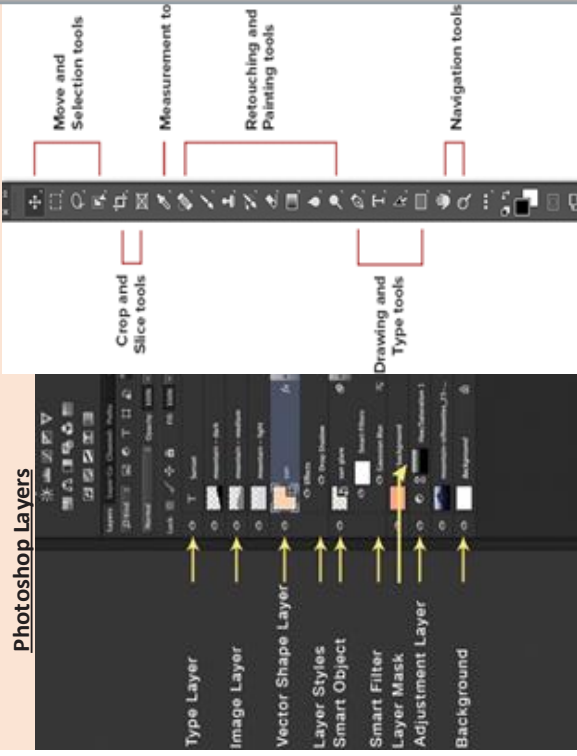
Week 4

**Year 9**

Week 1,2,3

Each week use the table below to Look, Cover, Write & Check, three of the boxes of key words

Tier 3 Art & Photography Vocabulary		Tier 3 Art & Photography Vocabulary	
<p><b>LINE</b> Bold Broken Feathery Fine Flowing Fluent Hard Heavy Sensitive Soft Swirling Tapered Vigorous</p>	<p><b>PATTERN</b> Decorative Diagonal Embellished Floral Flowing Formalised- Definite, precise shape Geometric - Regular shape found in mathematics Horizontal Incised - Cut into the surface Irregular - Uneven, not regular Organic Repeat</p>	<p><b>TEXTURE</b> Flat Raised Rough Shiny/ Lustrous Silky Smooth Uneven Frosted - Like rough ice Glazed - Glassy, smooth, shiny Glossy Gnarled - Twisted, knotted, craggy, wooded Rugged - Rough, uneven, unsoften Spotted - Pitted, many small hollows</p>	<p><b>COMPOSITION</b> The arrangement and relationship of colours, shapes, tones etc. <b>Abstract</b> - Free, unreal, imagined <b>Angular</b> - Jagged or pointed <b>Balanced</b> - Agreeable arrangement <b>Broken</b> - Many different colours put side by side <b>Circular</b> <b>Continuous</b> <b>Flowing</b> - Fluent <b>Fragmented</b> - Broken into bits or sections <b>Rounded</b> - Well balanced <b>Symmetrical</b> <b>Triangular</b> <b>Unbalanced</b></p>
<p><b>ATMOSPHERE</b> Angry - Raging, cross, turbulent Calm - Tranquil, quiet, serene Dark - Gloomy, evil, atrocious, mysterious, wicked, sullen, cheerless, sad <b>Dreich</b> - Cold, sad, depressing <b>Exciting</b> - Rousing, provocative <b>Flat</b> - Boring, dull, lifeless, sluggish <b>Light</b> - Delicate, fine, free, airy, spacious <b>Loving</b> - Warm, romantic, cosy, kind <b>Melancholy</b> - Sad, tearful, depressing, pensive <b>Sombre</b> - Serious, dark, gloomy <b>Still</b> <b>Stimulating</b> - Exciting, energetic <b>Stormy</b> - Violent, agitated</p>	<p><b>FORM</b> Line, Tone and shape to add depth and volume: <b>Curvaceous</b> - Rounded, curved <b>Geometric</b> - Regular, mathematical shapes <b>Hard</b> - Definite, firm, severe, harsh, ugly <b>Heavy</b> - Weighty, serious, forceful, clumsy, dull, overcast, untidy <b>Light</b> - Delicate, fine, spacious, airy, bright <b>Linear</b> - Long and narrow, like a line <b>Monumental</b> - Massive, paramount, great <b>Natural</b> - Simple, life-like, unaffected <b>Rounded</b> <b>Sculptural</b> <b>Soft</b> <b>Spacial</b> - Wide, expansive</p>	<p><b>COLOUR</b> Primary Colour , Secondary Colour Tertiary Colour, Complimentary Hue - is a compound colour in which one of the primary colours predominates. Tint - is the dominant colour in a mixture of colours and white <b>Bright Dark</b> <b>Dull Pale</b> <b>Blended</b> - mixed <b>Cold</b> - Unfriendly, chilling, depressing <b>Warm</b> - Cosy, comfortable, cheerful <b>Contrasting</b> - Strikingly different <b>Crude</b> - Rough, unfinished, blunt, raw Earthy <b>Flamboyant</b> - Showy <b>Garish</b> - Over bright, showy <b>Gaudy</b> - Over bright, showy <b>Harmonious</b> - Pleasing, agreeable <b>Intense</b> - Strong feeling, deep <b>Mellow</b> - Ripe, soft, matured <b>Muted</b> - Subdued, quiet <b>Natural</b> - Found in nature, simple Pastel <b>Raw</b> - Lacking finish, natural state <b>Refined</b> - Elegant, polished, pure</p>	<p><b>TEXTURE</b> Flat Raised Rough Shiny/ Lustrous Silky Smooth Uneven Frosted - Like rough ice Glazed - Glassy, smooth, shiny Glossy Gnarled - Twisted, knotted, craggy, wooded Rugged - Rough, uneven, unsoften Spotted - Pitted, many small hollows</p>
<p><b>SUBJECT MATTER</b> what a picture/work of art is about <b>Abstract</b> - Free, imagined, unreal <b>Buildings</b> -Any man-made structure <b>Fantasy</b> - dream-like, imaginary <b>Figurative</b> - With people in it <b>Interiors</b> - Inside of a building <b>Landscape</b> - Scenery <b>Mythological</b> - About traditional stories <b>Portrait</b> <b>Religious</b> - About religion <b>Seascape</b> - Sea scenery <b>Still-life</b> - Picture of non-living things e.g. objects, boots, bottles dried/cut flowers, fruit, pinecones <b>Townscape</b> <b>Cityscape</b></p>	<p><b>COMPOSITION</b> The arrangement and relationship of colours, shapes, tones etc. <b>Abstract</b> - Free, unreal, imagined <b>Angular</b> - Jagged or pointed <b>Balanced</b> - Agreeable arrangement <b>Broken</b> - Many different colours put side by side <b>Circular</b> <b>Continuous</b> <b>Flowing</b> - Fluent <b>Fragmented</b> - Broken into bits or sections <b>Rounded</b> - Well balanced <b>Symmetrical</b> <b>Triangular</b> <b>Unbalanced</b></p>	<p><b>COLOUR</b> Primary Colour , Secondary Colour Tertiary Colour, Complimentary Hue - is a compound colour in which one of the primary colours predominates. Tint - is the dominant colour in a mixture of colours and white <b>Bright Dark</b> <b>Dull Pale</b> <b>Blended</b> - mixed <b>Cold</b> - Unfriendly, chilling, depressing <b>Warm</b> - Cosy, comfortable, cheerful <b>Contrasting</b> - Strikingly different <b>Crude</b> - Rough, unfinished, blunt, raw Earthy <b>Flamboyant</b> - Showy <b>Garish</b> - Over bright, showy <b>Gaudy</b> - Over bright, showy <b>Harmonious</b> - Pleasing, agreeable <b>Intense</b> - Strong feeling, deep <b>Mellow</b> - Ripe, soft, matured <b>Muted</b> - Subdued, quiet <b>Natural</b> - Found in nature, simple Pastel <b>Raw</b> - Lacking finish, natural state <b>Refined</b> - Elegant, polished, pure</p>	<p><b>COMPOSITION</b> The arrangement and relationship of colours, shapes, tones etc. <b>Abstract</b> - Free, unreal, imagined <b>Angular</b> - Jagged or pointed <b>Balanced</b> - Agreeable arrangement <b>Broken</b> - Many different colours put side by side <b>Circular</b> <b>Continuous</b> <b>Flowing</b> - Fluent <b>Fragmented</b> - Broken into bits or sections <b>Rounded</b> - Well balanced <b>Symmetrical</b> <b>Triangular</b> <b>Unbalanced</b></p>



**Hidden tools**  
Each tool in the toolbar is represented by an icon.  
A small arrow in the bottom right corner of a tool icon means that there are more tools hiding behind it in that same spot.

**Key Tools**  
The Move Tool is used to move layers selections and guides within a Photoshop document.

The Rectangular Marquee Tool draws rectangular selection outlines.

The Quick Selection Tool lets you easily select an object simply by painting over it with a brush

Photoshop's Magic Wand Tool selects areas of similar colour with a single click.

The Rectangle Tool draws rectangular vector shapes

Photoshop layers are like sheets of stacked paper. You can see through transparent areas of a layer to the layers below.

**Key Tools**  
Photoshop's Eyedropper Tool samples colours in an image

The Eraser Tool in Photoshop permanently erases pixels on a layer.

The Paint Bucket Tool fills an area of similar colour with a colour of your choosing

Known simply as the Type Tool in Photoshop, adds typed text horizontally.

Click on the image with the Zoom Tool to zoom in on a specific area



**PHOTOGRAPHY**

Year 9

**CRITICAL STUDY - AO1 Analysis**

<ul style="list-style-type: none"> <li>What's the name of your chosen photographer and the series of photographs you are going to explore?</li> <li>What do you know about the photographer?</li> <li>What background information did you find about the photographer's work? Does it relate to other art movements and/or cultural trends?</li> <li>Who was this photographer inspired by?</li> <li>Why do you think the photographer took these photos? What was his/her aim?</li> </ul>	<ul style="list-style-type: none"> <li>What is the shot of? How has the photographer set up the shot? What is happening?</li> <li>Is it a portrait? A landscape? Realistic? Abstract?</li> <li>What does the work represent? What does the Photographer want us to think or see in the photograph?</li> <li>What purpose/theme/genre or story do you think the photographer communicates? What's the message?</li> <li>Have any parts been exaggerated or distorted? If so, why? What are the most detailed parts of the photograph?</li> <li>Describe the composition "layout" of the photo? What perspective does this create?</li> </ul>	<ul style="list-style-type: none"> <li>What is the dominant element?</li> <li>What angles does this photographer use? How does the angle help us view the photo?</li> <li>What colours does the photographer use? Why?</li> <li>What kind of shapes or forms can you find in this photo?</li> <li>Does the photo have a sense of movement or stillness?</li> <li>What kind of filters or photographic techniques does the photographer use?</li> <li>What is the focus/focal point?</li> <li>What compositional elements have been used?</li> </ul>	<ul style="list-style-type: none"> <li>What lighting have they used to create atmosphere? Was it natural sunlight or artificial?</li> <li>Are shadows or reflections creating a mood?</li> <li>How does the photo make you feel?</li> <li>Does the shape, line or layout create a mood?</li> <li>Does the colour, contrast or theme of the work affect your mood?</li> <li>Does the photograph create an atmosphere?</li> <li>Does the scale of the photograph create a different feeling/ atmosphere?</li> </ul>	<ol style="list-style-type: none"> <li>Take your own photos and make copies using the same styles &amp; techniques as the photographer.</li> <li>List one other photographer whose work is of a similar context, content, mood or form as this.</li> </ol> <p><b>FURTHER QUESTIONS TO ANSWER:</b></p> <ol style="list-style-type: none"> <li>Why you have chosen this artwork to study?</li> <li>How does it link to your work?</li> <li>Is the theme or mood similar?</li> <li>How are you going to use this to help you to develop your own work?</li> </ol>
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**PHOTOSHOOT PLANNING - AO3 RECORD**

Before you head out on your photoshoot answer the following questions:

**LINKS TO PHOTOGRAPHERS**  
 How will your shoot show links to the researched artist/s?  
 It could be through similar composition, use of light, visual effect etc..

**SENTENCE STARTER IDEAS**  
 Before my shoot I have investigated the work of...  
 What I really liked about the work was...  
 From looking at this work I would like to incorporate in my shoot...

**COMPOSITION**  
 How will you compose your shots?  
 Use the composition rules to help capture effective shots.  
 Try out a range of compositions, you can choose the best later.

**SENTENCE STARTER IDEAS**  
 For my shoot I will try using...  
 The reason I feel... composition would work best is because...

**EQUIPMENT AND LOCATION**  
 What equipment and location do you want to use?  
 Do you have the right equipment before you go out on your photo shoot; do you need a tripod, different lenses, spare batteries etc?

**SENTENCE STARTER IDEAS**  
 For my shoot I will need...  
 The location/s I want to use for this shoot is/are...

**LIGHTING**  
 What lighting will you need?  
 Will you be shooting at night, dusk or on a bright day?  
 Will you need additional lights?

**SENTENCE STARTER IDEAS**  
 I plan to take my photos at...  
 Because...  
 To create the lighting I want for my shoot I will need...

**MODELS/PEOPLE/OBJECTS**  
 Do you need people/objects?

**SENTENCE STARTER IDEAS**  
 For my shoot I will need...  
 My models will wear/be styled...

**CONCEPT**  
 Make sure you have an Idea or concept for your shoot.

**SENTENCE STARTER IDEAS**  
 For this shoot I would like to try to capture...  
 My idea behind this is...

**TIPS and HINTS**  
 Use photos and sketches to help illustrate your ideas.



# Year 9 GCSE PE Cycle 3



## Week 1: Cardiovascular system

**Cardiac Output** is the amount of blood pumped out of the heart per minute.

**Stroke Volume** is the amount of blood pumped out of the heart per beat.

**Heart Rate** = Number of beats per minute (Average adult, 72 bpm)

**Maximum Heart Rate** =  $220 - \text{Age}$

**Cardiac Output** = Stroke Volume  $\times$  Heart Rate

**Immediate effect of exercise-** Heart Rate increases to deliver oxygen to the working muscles.

### Long term- effects:

**Bradycardia** – Decrease in your resting heart rate. & **Cardiac Hypertrophy** – Your heart will increase in size and strength.

**Redistribution of blood during exercise:** When exercise begins, the body alters its priorities.

**Vasoconstriction:** The arteries constrict during exercise so that less blood is delivered to inactive areas.

**Vasodilation:** The arteries dilate during exercise so that more blood is delivered to active areas, increasing their O<sub>2</sub> supply.

## Week 2: Respiratory System

**Gaseous exchange** takes place at the alveoli.

The alveoli are tiny air sacks inside the lungs.

When you breathe in, they fill with air.

### 6 features assist the process of gaseous exchange

1. Alveoli's moist thin walls (1 cell thick) allows gases to pass through and travel into the blood stream.

2. A large blood supply. An increased red blood cell count increases the amount of oxygen supplied to muscles and other body tissues.

3. Short distance for diffusion (short diffusion pathway) – capillaries are very near alveoli

4. Large surface area of alveoli allows diffusion to take place.

5. Lots of capillaries – to increase the amount of diffusion possible

6. Movement of gas from high concentration to low concentration

## Week 3: Respiratory system

The Mechanics of Breathing

**Breathing In-** Intercostal muscles (between the ribs) contract, pulling the chest walls up and out

The diaphragm muscle contracts, moving downwards and flattening, increasing the size of the chest

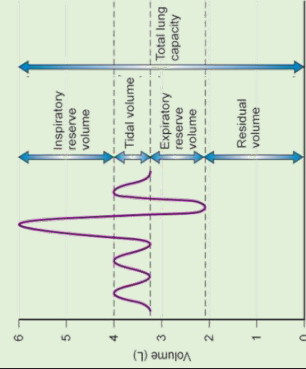
The lungs increase in size, so the pressure inside them falls. This causes air to rush in through the nose or mouth.

**Breathing out-** Intercostal muscles between the ribs relax - the chest walls move in and down.

The diaphragm relaxes and bulges up, reducing the size of the chest

The lungs decrease in size, so the pressure inside increases and air is pushed up and out.

### Spirometer trace



## Week 5: Aerobic & Anaerobic exercise

**Aerobic** Exercise is exercise with Oxygen (O<sub>2</sub>) available.

Aerobic exercise can be maintained for **long periods** and includes activities like walking, jogging, cycling and swimming.

**Anaerobic** Exercise is exercise **Without Oxygen** (O<sub>2</sub>).

When you exercise at a high intensity, the respiratory system **cannot** supply enough oxygen to the muscles.

With no oxygen available, glucose is still used **BUT** produces energy & lactic acid (*this causes fatigue*)

**Excess Post-exercise Oxygen Consumption (EPOC)** Oxygen debt is the amount of oxygen that the performer was short of during the exercise.

Rapid and heavy breathing **after** exercise will return the body to a resting state and **repay** the oxygen debt.

**An example of aerobic exercise is an athlete taking a long run.**

**An example of anaerobic exercise is an athlete sprinting.**

## Week 5: Musculoskeletal system

**Functions of the Skeleton** Shape and points for attachment, Support, Movement, Mineral storage, Protection, Production of blood cells.

**Joints** - Where two or more bones are attached to allow movement. Most common type of joints in the body are synovial joints.

**Ball and socket joint** – large range of movement; forwards and backwards, side to side and rotation. Examples: Shoulder and hip. Hinge joint.

**Hinge joints** are formed between where bones can only move along one axis to flex or extend. Examples: knee and elbow. Synovial joints characteristics

**Cartilage** – covers ends of bones, providing a smooth, friction-free surface. **Capsule** – surrounds the joint and is lined with a synovial membrane. The outer layer of the capsule often includes ligaments that join bone to bone. **Synovial membrane** – Lines the capsule and produces synovial fluid that lubricates the joint. **Synovial fluid** – produced by the synovial membrane to lubricate the joint. **Bursae** – small bags of synovial fluid surrounding the joint.

# Year 9 GCSE PE Cycle 3



## Week 6: Musculoskeletal system

There are 2 types of muscle contraction:

**Isotonic:** The muscle changes length and causes movement.  
E.g. flexing your arm or leg.

**Isometric:** The muscle remains the same length and there is no movement.  
E.g. holding your body on the rings in gymnastics.

**During isotonic contractions, 2 other contractions take place.**

**Concentric contractions** are where the muscle shortens as it contracts.  
E.g. The bicep during the upward phase of a bicep curl.

**Eccentric contractions** are the opposite and occur when the muscle lengthens.  
E.g. The bicep during the downward phase of a bicep curl.

## Week 7: Lever Systems

A lever has 3 basic parts: **Fulcrum** – pivot point of the lever (joints in the body) **Effort** – the force that is applied to move the resistance or **weight (muscles)** **Resistance** – the load to be moved by the lever system (weight, limbs)

In a **first class lever**: the fulcrum sits between the effort and the resistance. In your body there are not many first class levers as so few exercises use them. Sporting examples: the neck joint – heading a football

**Second class lever.** Where the fulcrum is at one end and the effort is at the other, with the resistance in the middle. In physical activity and sport, second class levers are also very rare as they are less common in the body. Sporting example: A second class lever is found at the ankle: a calf raise

**Third class lever.** The fulcrum is located at one end and the resistance is at the other end of the lever. The effort is in the middle. The majority of the body's joints act as third class levers. Sporting Example: The bicep contracting at the elbow to cause flexion (upward phase) acts as a third class lever system.

**Mechanical advantage = effort arm ÷ resistance arm**

The benefit to a lever system of having either a: Short effort arm = giving rapid movements over a large range of movement

Short resistance arm = giving the advantage of being able to move a heavy

## Week 8: Planes & Axis

**Sagittal Plane** – Forwards and backwards movements. Mainly flexion and extension.

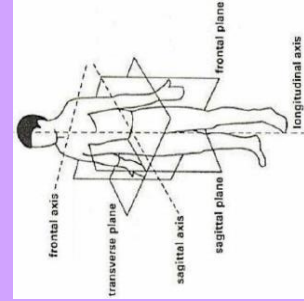
**Frontal Plane** – Side to side movements. Mainly abduction and adduction

**Transverse Plane** – Rotational or turning movements. Mainly rotation

**Transverse Axis** – Passes horizontally through the body from left to right (movements in the sagittal plane: forwards and backwards)

**Sagittal Axis** – Passes horizontally through the body from back to front (movement in the frontal plane: side to side)

**Longitudinal Axis** – Passes vertically from the top of the body to the bottom (movement in the transverse plane: rotations)



## Week 9: Physical Training

Strength	The ability to overcome a resistance.
Coordination	The ability to use 2 or more body parts together smoothly and efficiently.
Reaction time	The time taken to initiate a response to a stimulus.
Flexibility	The range of movement possible at a joint.
Speed	The maximum rate at which an individual is able to perform a movement or cover a distance in a period of time.
Agility	The ability to move and change direction quickly whilst maintaining control.
Muscular endurance	The ability of a muscle group to undergo repeated contractions avoiding fatigue.
Cardiovascular endurance	The ability of the heart and lungs to supply oxygen to the working muscles.
Balance	Maintaining the centre of mass over the base of support.
Power	The product of strength and speed.

## Week 10: Revision

Please revise the key knowledge from the previous 9 weeks.

Select areas of this unit that you struggled with in your end of half-term test.



# Science

# sparx

## Homework

### How to login:

1. Go to 'www.sparxscience.com'
2. Click on 'Login' in the top right corner, then on 'Student Login'.
3. Search for 'St Luke's Church of England School' in the 'find your school' box.
4. Login with your username and password, which should be written into your homework book.
5. Click on 'Homework'
6. Complete the homework task assigned for the week

You can also access SPARX Science from your SPARX Maths home page

### Complete your compulsory Sparx homework as follows:

- ✓ Complete 100% of the questions
- ✓ If you are struggling, use the help "I don't know" button in the bottom left corner. Write down the hint you are given and use it to answer the follow up question.
- ✓ Your homework is only complete when you have answered every question correctly.

Set	Due (8am)
Thursday 4pm	Thursday

### What if I need help?

- Sparx club Wednesday after school
- There are catch up sessions every Thursday both break 1 and 2

# Year 9 Spanish



Week 1: ¿Qué estudias?		Week 2: ¿Te gustan las ciencias?		Week 3: ¿Qué hay en tu insti?		Week 4: ¿Qué hiciste en tu colegio ayer?		Week 5:	
estudio	I study	Me gusta el español	I like Spanish	En mi insti hay un campo de fútbol grande	In my school there is a big football pitch	Ayer	Yesterday	El uniforme escolar	School uniform
Los lunes estudio	On Mondays I study	Me gustan mucho las ciencias	I really like science	En mi insti hay un patio pequeño	In my school there is a small playground	Fui a mi clase de ....	I went to my .... class	Una chaqueta	A jacket/ blazer
Los martes estudio	On Tuesdays I study	Me encanta la educación física	I love PE	En mi insti hay un comedor antiguo	In my school there is an old canteen	Comí	I ate	Una camisa	A shirt
Los miércoles estudio	On Wednesdays I study	No me gusta la informática	I don't like IT	En mi insti hay un gimnasio grande	In my school there is a big gym	Bebí	I drank	Una falda	A skirt
Los jueves estudio	On Thursdays I study	No me gusta nada el teatro	I really don't like drama	En mi insti hay una clase de informática moderna	In my school there is a modern computer room	Estudí ...	I studied	Unos pantalones	Some trousers
Los viernes estudio	On Fridays I study	Odio la geografía	I hate geography	En mi insti hay una piscina bonita	In my school there is a pretty swimming pool	Hablé	I talked	Una corbata	A tie
dibujo	art	Le profesora de matemáticas	The maths teacher (f)	En mi insti hay unos laboratorios modernos	In my school there are some modern labs	Escribí	I wrote	Unos vestidos	A dress
inglés	English	El profesor de música	The music teacher (m)	En mi insti hay unas clases feas	In my school there are some ugly classrooms	Hice	I did	Unos calcetines	Some socks
Educación física	PE	La historia es útil	History is useful	Pero no hay biblioteca	But there is no library	Tuve que	I had to	Unos zapatos	Some shoes
música	music	La tecnología es divertida	DT is fun	Me gusta mi insti porque el patio es grande	I like my school because the playground is big	Lo mejor fue cuando	The best thing was when	Unos jerseys	A jumper
francés	French	Las ciencias son aburridas	Science is boring	No me gusta mi insti porque las clases son antiguas	I don't like my school because the classrooms are old	Lo peor fue cuando	The worst thing was when		
español	Spanish	El inglés es fácil	English is easy						
religión	RE	El dibujo es práctico	Art is practical						
geografía	geography	El profesor es raro/severo	The teacher is weird/strict						
historia	history								
tecnología	DT								
informática	IT								
ciencias	science								
matemáticas	maths								
teatro	drama								



# Year 9 Spanish



Week 6: Las reglas		Week 7:		Week 8:		Week 9:	
Se debe	You must	Voy a	I'm going to	Me gustaría ser/ Quisiera ser	I would like to be	Mi trabajo ideal sería	My ideal job would be
No se debe	You must not	Espero	I hope to	Me gustaría trabajar en	I would like to work in	Diría que	I would say that
Tengo que	I have to	Pienso	I'm thinking of	Veterinario/a	Vet		
Tenemos que	We have to	En el futuro me gustaría estudiar	In the future I would like to study	Profesor/a	Teacher	La ventaja es que	The advantage is that
Llevar uniforme	Wear uniform	En el futuro quiero estudiar	In the future I want to study	Peluquero/a	Hairdresser	La desventaja es que	The disadvantage is that
Usar el móvil	Use your phone	El bachillerato	A levels	Jardinero/a	Gardener	Mis compañeros	My colleagues/ classmates
Hacer los deberes	Do homework	En el futuro quiero hacer un aprendizaje	In the future I want to do an apprenticeship	Policia	Police officer	Los empleados	The employees
Acosar	Bully	Un trabajo a tiempo parcial	A part-time job	Médico/a	Doctor	El jefe	The boss
Mascar chicle	Chew chewing gum	Si saco buenas notas	If I get good grades	Enfermero/a	Nurse	Mi sueño es	My dream is
Fumar	Smoke	Dejar el instituto	To leave school	Abogado/a	Lawyer	El estrés	The stress
Correr por los pasillos	Run through the corridors	Continuar con mis estudios	To continue with my studies	Carpintero/a	Carpenter		
		Ir a la universidad	To go to University	Traductor/a	Translator		
		Después de los exámenes	After the exams	Porque es un trabajo bien pagado	Because it is a well-paid job		
		Encontrar	To find	Porque quiero trabajar con niños/ animales/ al aire libre	Because I want to work with children/ animals/ in the fresh air		
		Buscar	To look for				

Week 10:

Use this week to revise the content from previous weeks in preparation for your assessment.



# Year 9 Sports Studies



<p><b>Week 1 – Different types of outdoor activities</b></p> <p><b>Task 1:</b> <b>Examples of outdoor activities:</b></p> <ul style="list-style-type: none"> <li>• Water sports (e.g., dinghy sailing, windsurfing)</li> <li>• Trekking (e.g. hillwalking, orienteering, mountaineering)</li> <li>• Camping (e.g. wild camping)</li> <li>• Climbing (e.g. single pitch, abseiling)</li> <li>• Caving (e.g. potholing, mine exploration)</li> <li>• Cycling (e.g. mountain biking, trail biking)</li> <li>• Snow sports (e.g. snowboarding, cross country skiing, downhill skiing, snowshoeing)</li> <li>• Gliding (e.g. hang gliding, paragliding) other land-based activities (e.g. gorge walking, sea level traversing, high rope courses)</li> </ul>	<p><b>Week 2 – Provision of Outdoor Activities in the UK</b></p> <p><b>Task 1</b> Regional outdoor activity providers</p> <p><b>Places within 100 miles of where you live.</b></p> <p>Designed to increase participation in sport. For example:</p> <ul style="list-style-type: none"> <li>• Haven Banks. Quay</li> <li>• Dartmoor Activity Centre</li> <li>• Ashcombe Adventure Centre</li> <li>• Grenville House Outdoor Education Centre – Brixham</li> <li>• Skern Lodge Outdoor Centre, Appledore</li> </ul> <p>National sports provision</p> <p><b>Places outside of 100 miles of where you live.</b></p> <p>National sports centres</p> <p>Usually run through NGB's to develop elite sporting talent. For example:</p> <ul style="list-style-type: none"> <li>• Plas-y-Brenin in North Wales,</li> <li>• Holme Pierrepont in Nottinghamshire</li> <li>• Tollymore National Outdoor Centre - Newcastle</li> <li>• Lilleshall – Shropshire (Multiple National Governing Bodies)</li> </ul> <p>Voluntary organisations (e.g. Scouts, Guides, Duke of Edinburgh's Award)</p> <ul style="list-style-type: none"> <li>• Duke of Edinburgh</li> </ul>	<p><b>Week 3 – Equipment and Clothing</b></p> <p><b>Task 2</b> There are different categories of clothing types:</p> <p><b>Safety Clothing</b> - specialist footwear e.g. walking boots and rock shoes) which are needed for the activity to meet the safety requirements.</p> <p><b>Specialist Clothing</b> – e.g. water sports – appropriate use of wetsuits or e.g. snow sports – appropriate use of snowshoes or skis.</p> <p><b>Types of technology:</b> <b>GPS and Signaling Devices</b> - electronic maps, personal beacons, emergency position radio beacons.</p> <p><b>Waterproof technology</b> - communication devices, casing for technology, smart watch or activity trackers.</p> <p><b>Specialist equipment and clothing</b> - snow mobiles; overland vehicles; scuba rebreathers etc.</p> <p><b>Light weight equipment and clothing</b></p>	<p><b>Week 4 - Considerations to plan an outdoor activity</b></p> <ul style="list-style-type: none"> <li>• <b>Health and safety</b> (e.g. is the activity suitable for the group, have all potential risks been identified).</li> <li>• <b>Personnel</b> (e.g. ratio of leaders to participants, is the activity leader suitably qualified).</li> <li>• <b>Adventure Activities Licensing Authority</b> (e.g. centres delivering outdoor activities have to have a license).</li> <li>• <b>Clothing and equipment</b> (e.g. appropriate to the activity, not damaged/torn).</li> <li>• <b>Location</b> (e.g. is the terrain suitable for the activity, is it suitable for the experience of the participants).</li> <li>• <b>Supplies</b> (e.g. will there be access to food and water).</li> <li>• <b>Emergency procedures</b> (e.g. is there a first aider available, is there an escape route should you become trapped, will there be mobile phone reception to contact emergency services).</li> <li>• <b>Contingency plans</b> (e.g. alternative route should there be an unexpected obstruction, spare equipment should any break).</li> <li>• <b>Shelter</b> (e.g. will an overnight stay be required, is there shelter from adverse weather conditions).</li> <li>• <b>Weather forecast</b> (e.g. will the weather conditions be suitable for the activity, will the weather conditions cause any risk during the activity).</li> <li>• <b>Timing</b> (e.g. is the time length of the activity suitable).</li> </ul>	<p><b>Week 5 – Be able to plan an outdoor activity : Hazards</b></p> <p><b>Hazards to be aware of .</b></p> <ul style="list-style-type: none"> <li>• Inappropriate supervision/tuition.</li> <li>• Poor/incorrect equipment (e.g. wrong type of footwear, a back pack that is too heavy).</li> <li>• Unforeseen weather conditions (e.g. blizzards/flash floods).</li> <li>• Illness/injury (e.g. dehydration, frost bite, fractures/sprains).</li> <li>• Poor organisation (e.g. undefined roles within a team, inaccurate timings).</li> <li>• Getting lost.</li> <li>• Unstable terrain (e.g. mud slides, avalanches).</li> <li>• Animals and insects (e.g. insect bites, animals scavenging food).</li> </ul>
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# Year 10 Sports Studies



<p><b>Week 6 – Risk Assessment considerations</b></p> <p><b>Task 3</b></p> <p><b>Health and safety</b> - The activity should be suitable for the group with all potential risks been identified. There must be a qualified first aider.</p> <p><b>Personnel</b> – The ratio of leaders to participants should be at least 8:1. The activity leader should also be suitably qualified.</p> <p><b>Adventure Activities Licensing Authority</b> – All centres delivering outdoor activities have to have a license and these must meet the requirements of the activity centre/location.</p> <p><b>Clothing and equipment</b> – These should be appropriate to the activity and not damaged/torn. It should be ‘fit for purpose’.</p> <p><b>Location</b> - The terrain must be suitable for the activity and experience of the participants.</p> <p><b>Supplies</b> - Access to ideal foods and water is essential for the duration of the activity.</p> <p><b>Emergency procedures</b> - The re must always be a first aider available and meeting points established. Action plans for a lost or trapped person well as checking mobile phone signals should all be on a pre-activity checklist.</p>	<p><b>Week 7 - Emergency procedures</b></p> <p><b>Task 3</b></p> <p><b>Providing First Aid:</b></p> <ul style="list-style-type: none"> <li>• DR ABC</li> <li>• Calling the emergency services - 999 or 112</li> <li>• Communication protocols</li> <li>• Accident reporting</li> </ul> <p><b>Fire :</b></p> <ul style="list-style-type: none"> <li>• Fire protocols/routines.</li> <li>• Treating minor burns in camping.</li> </ul> <p><b>Rescue procedures:</b></p> <ul style="list-style-type: none"> <li>• Rescue plans and techniques for the activity</li> <li>• Escape routes.</li> <li>• Calling the coastguard</li> <li>• Calling mountain rescue</li> <li>• Using technology for rescue purposes.</li> </ul> <p><b>Emergency Contact lists:</b></p> <ul style="list-style-type: none"> <li>• Have someone who knows where you are and has your contact number.</li> </ul> <p><b>RTA when Travelling in a minibus</b></p>	<p><b>Week 8 – Knowledge and Skills</b></p> <p><b>Task 3</b></p> <p><b>You must be able to demonstrate these skills</b></p> <p><b>Care and use of equipment:</b></p> <ul style="list-style-type: none"> <li>• Understanding of correct purpose and use of activity-specific equipment (e.g. harnesses in rock climbing)</li> <li>• Ability to use activity-specific equipment</li> <li>• Appropriate storage to avoid damage</li> </ul> <p><b>Safe practice:</b></p> <ul style="list-style-type: none"> <li>• Follow instruction closely</li> <li>• Ensure they have the prescribed clothing/equipment</li> <li>• Make sure they are aware of emergency procedures</li> </ul> <p><b>Communication skills:</b></p> <ul style="list-style-type: none"> <li>• Verbal (e.g. appropriate language, suitable level of information provided)</li> <li>• Non-verbal (e.g. hand signals in scuba-diving)</li> <li>• Activity specific language/terminology</li> </ul> <p><b>Decision-making skills:</b></p> <ul style="list-style-type: none"> <li>• Defining and clarifying an issue</li> <li>• Gathering facts about issues and understanding their causes</li> <li>• Generating/brainstorming possible solutions comparing the pros and cons of the options selecting the best option</li> </ul>	<p><b>Week 9 –Knowledge and Skills</b></p> <p><b>Task 3</b></p> <p><b>You must be able to demonstrate these skills</b></p> <p><b>Team-working skills:</b></p> <ul style="list-style-type: none"> <li>• Reliability</li> <li>• Active listening</li> <li>• Active participation</li> <li>• Collaborative working</li> <li>• Demonstrating commitment</li> <li>• Treating others with respect</li> </ul> <p><b>Problem-solving skills:</b></p> <ul style="list-style-type: none"> <li>• Prioritise issues</li> <li>• Set targets for resolution (e.g. I need to resolve this problem before the sun sets)</li> <li>• Use experience to help resolve problem (e.g. when I encountered a similar problem I tried this to resolve it)</li> <li>• Monitor their performance in resolving a problem (e.g. this isn't working, I'll try something else)</li> <li>• Evaluate their performance in resolving a problem (e.g. next time it will be better if I do this first).</li> </ul>	<p><b>Week 10 – Evaluating the benefits of participation.</b></p> <p><b>Task 4</b></p> <p><b>Mental Benefits</b> - reduce stress and anxiety and having the opportunity to relax doing what they enjoy. Improved self confidence, enjoyment, motivation, problem solving, challenge.</p> <p><b>Physical Benefits</b> –increasing general fitness and improving your health. The benefits of being outdoors – fresh air, sunlight on the body.</p> <p><b>Social Benefits</b> –social benefits to be gained through the opportunity to work and co-operate with others, becoming involved in teamwork. The togetherness will also involve in becoming aware of the different safety issues that are associated with the different outdoor activities. Improved communication, team working, and problem solving</p>
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