Hartford
Church of England
High School

CARITAS ET VERITAS

Year 9

Knowledge Organiser

Contents

Maths

Sum of angles at a point

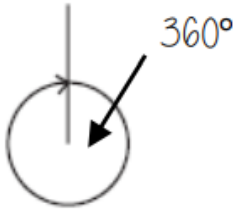
The sum of angles around a point is 360°

Vertically opposite angles

Vertically opposite angles are the same

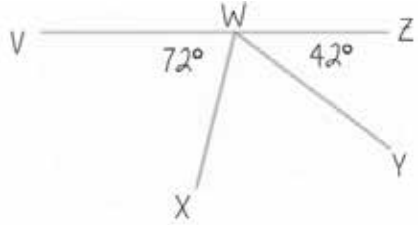
Sum of angles on a straight line

Adjacent angles that share a common point on a line add up to 180°



Sum of angles in triangles

Sum of interior angles in a triangle = 180°



Sum of angles in quadrilaterals

Sum of interior angles in a quadrilateral = 360°

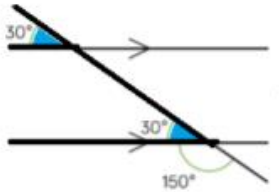
Missing angles in regular polygons

Exterior angles in regular polygons = 360° ÷ number of sides

Sum of interior angles

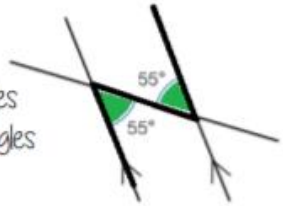
(number of sides – 2) x 180

Alternate/ Corresponding angles

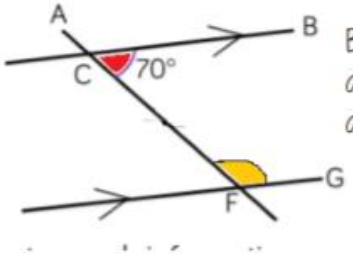


Because alternate angles are equal the highlighted angles are the same size

Because corresponding angles are equal the highlighted angles are the same size



Co-interior angles

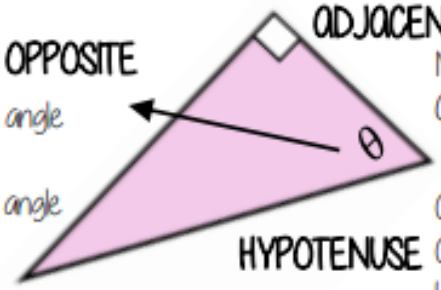


Because co-interior angles have a sum of 180° the highlighted angle is 110°

As angles on a line add up to 180° co-interior angles can also be calculated from applying alternate/ corresponding rules first

Hypotenuse, adjacent and opposite

ONLY right-angled triangles are labelled in this way



OPPOSITE
Always opposite an acute angle
Useful to label second
Position depend upon the angle in use for the question

ADJACENT
Next to the angle in question
Often labelled last

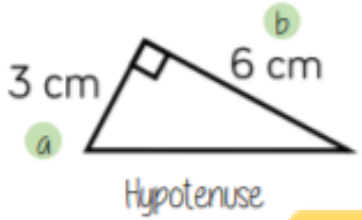
HYPOTENUSE
Always the longest side
Always opposite the right angle
Useful to label this first

$\sin\theta = \frac{\text{opposite side}}{\text{hypotenuse side}}$

$\cos\theta = \frac{\text{adjacent side}}{\text{hypotenuse side}}$

$\tan\theta = \frac{\text{opposite side}}{\text{adjacent side}}$

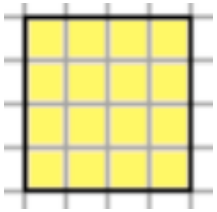
Pythagoras' theorem



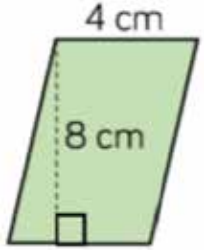
$$a^2 + b^2 = \text{hypotenuse}^2$$

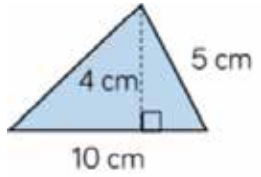
Area

Rectangle/ Square area = Base x Height



Parallelogram = Base x Perpendicular height



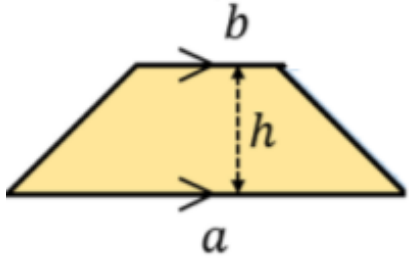


Area triangle = $\frac{1}{2}$ x base x perpendicular height

Area of a trapezium

Area of a trapezium

$$\frac{(a+b)\times h}{2}$$




English

English

Female Literature and Non-Fiction Writing

A timeline of women's rights and equality in the UK (up to 1994)

1870 The Married Women's Property Act is introduced, allowing women to be the legal owners of money they earned, and to inherit property. Before this, everything a woman owned or earned automatically became her husband when she married.
1918 Women over 30 are given the right to vote in Britain. In 1928 this was extended to women over 21.
1928 Women are given universal suffrage on the same terms as men.
1967 Abortion is made legal in all of Great Britain (except Northern Ireland).
1968 Women strike at the Ford car factory in Dagenham. Their action directly led to the passing of the Equal Pay Act.
1973 Sybil Phoenix is the first black woman to be given an MBE.
1975 The Sex Discrimination Act makes it illegal to discriminate against women in work, education and training.
The Employment Protection Act made statutory maternity pay a requirement for all employers legislated against dismissal on the grounds of pregnancy.
1976 The Equal Opportunities Commission comes into effect to oversee the Equal Pay Act and Sex Discrimination Act. The Race Relations Act makes it illegal to discriminate on grounds of race in employment and education.
1979 Margaret Thatcher becomes Britain's first female prime minister.
1980 Women are allowed to apply for a loan or credit in their own names. Prior to this a women had to get their father or husband to sign for a loan even if she earned more.
1981 Baroness Young becomes the first woman leader of the House of Lords.
1985 The Equal Pay (Amendment) Act allows women to be paid the same as men for work of equal value.
1987 Diane Abbot becomes the first black female MP.
1992 Betty Boothroyd becomes the first female Speaker in the House of Commons.
1994 The Church of England ordained 32 women as its first female priests.

Themes:

Feminism
The belief that women and men should have equal rights and opportunities.
Intersectionality
Intersectionality is the acknowledgement that everyone has their own unique experiences of discrimination and oppression and we must consider everything and anything that can marginalise people – gender, race, class, sexual orientation, physical ability, etc.
Prejudice
A preconceived opinion that is not based on reason or actual experience
Racism
Racial discrimination or racism is when someone is treated differently because of their race, ethnicity, nationality or colour.
Power and oppression
Oppression is the combination of prejudice and institutional power which creates a system that. discriminates against some groups (often called "target groups") and benefits other groups. (often called "dominant groups")

Context – Women's rights across the world

Deep-seated discriminations and social traditions often set unequal power relations between men and women, so some human rights will be denied to a woman on a daily basis, creating multiple obstacles she must face over and over again in her life.
From being denied the same schooling and education as her male equivalents, to being forced to marry against her will, from facing physical or mental abuse within her home to suffering health complications in childbirth, there are human rights that are routinely denied to an individual, simply because she has been born a girl.

Key words/terms:

Suffrage – the right to vote in political elections
Gender equality - when people of all genders have equal rights, responsibilities and opportunities.
Patriarchy - a hierarchical-structured society in which men hold more power.
Misogyny - hatred of women
Oppression – unjustified, excessive exercise of power

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English

Female Literature and Non-Fiction Writing

Genre:
What are you being asked to write? A letter/article or speech?

Audience:
Who is your audience? How does this affect your tone?

Purpose:
What is the purpose of your writing? What do you want to happen as a result of your piece? What message are you trying to deliver?

Language technique	Definition	Example
Repetition	Where a word or phrase is repeated for a particular effect.	Inequality exists. Inequality is an insidious force which undermines our society.
Rhetorical question	A question asked in order to create a dramatic effect or to make a point rather than to get an answer.	Do you want your children to have equal opportunities?
Alliteration	The repetition of the same letter or sound at the beginning of adjacent or closely connected words.	Oppression ostracises the most vulnerable in our world.
Emotive language	Words or phrases that create a certain emotion in your reader.	Victims of oppression feel disempowered and despondent.
Facts	A statement that is known or proved to be true.	Women and men do now have equal opportunities in our modern world.
Opinion	A view or judgement formed about something, not necessarily based on fact or knowledge.	She believes that her opportunities are far greater than her friends.
Anecdote	A short amusing or interesting story about a real incident or person, which is used to support your idea.	Ms L states that she belongs to a generation of women who were denied bank accounts and mortgages due to their gender.
Statistics	A true fact which is supported by numerical data.	According to a recent poll, 86% of women feel that….
Rule of three/triple	The use of three adjectives to add more impact.	Both women and men should feel empowered, confident and inspired.
Hyperbole	Deliberate exaggeration for effect.	Millions of people across the country hold the same view that….
Flattery	Giving praise to and complimenting your reader as a persuasive tool.	As intelligent and bright young people, I'm sure that you will agree…

Connectives/Discourse Markers

Position
- At the start
- Firstly
- Secondly
- Thirdly
- Next
- Meanwhile
- Subsequently
- Finally
- In conclusion

Emphasis
- Importantly
- Significantly
- In particular
- Addition
- Furthermore
- Additionally
- In addition
- As well as

Contrast
- Although
- Whereas
- Otherwise
- Alternatively
- Nevertheless

Letter
- The use of addresses & date
- A formal mode of address e.g. Dear Sir/Madam or a named recipient
- Effectively/fluently sequenced paragraphs
- An appropriate mode of signing off: Yours sincerely/faithfully.

Article
- Broadsheet = formal/Local or tabloid = informal
- A clear and original title
- A strapline & subheadings
- An introductory paragraph
- Effectively sequenced paragraphs.

Speech
- A clear address to an audience
- Effective/fluently linked sections to show sequence
- Indicators that an audience is being addressed

Opening ideas
- Controversial statement.
- Get the reader to put themselves in a situation through direct address.
- Ask them a question.
- A bold statement using a triple.
- Start with an anecdote.
- Repeat a word or phrase.

Structure
- Engaging opening idea.
- Powerful end to writing.
- A carefully chosen and crafted order of ideas.
- Use of effective discourse markers.
- Coherent and cohesive line of argument.

Science

Science: Key Concepts Part 1

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Edexcel GCSE Biology Key Concepts Part 1

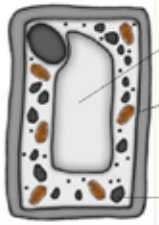
animal cell

plant cell

Eukaryotes complex organisms

contains all the parts of animal cells plus extras

cytoplasm	*site of chemical reactions in the cell*	gel like substance containing enzymes to catalyse the reactions
nucleus	*contains **genetic material***	controls the activities of the cell and codes fro proteins
cell membrane	*semi permeable*	controls the movement of substances in and out of the cell
ribosome	*site of protein synthesis*	mRNA is translated to an amino acid chain
mitochondrion	*site of respiration*	where energy is released for the cell to function



permanent vacuole	*contains cell sap*	keeps cell turgid, contains sugars and salts in solution
cell wall	*made of cellulose*	supports and strengthens the cell
chloroplast	*site of photosynthesis*	contains chlorophyll, absorbs light energy

cell membrane	*site of chemical reactions in the cell*	gel like substance containing enzymes to catalyse the reactions
bacterial DNA	*not in nucleus floats in the cytoplasm*	controls the function of the cell. Can be found as chromosomal DNA and plasmid DNA (small rings).
cell wall	***NOT** made of cellulose*	supports and strengthens the cell
cytoplasm	*semi permeable*	controls the movement of substances in and out of the cell
flagella	*whip like tail*	allows the bacterial cell to move
ribosome	*site of protein synthesis*	mRNA is translated to an amino acid chain

Bacterial cells are much smaller than plant and animal cells

Prokaryotes simpler organisms

Specialised cells

egg		*fertilised by a sperm*	nutrients in the cytoplasm, haploid nucleus and changes in the cell membrane after fertilisation
sperm		*fertilise an egg*	streamlined with a long tail acrosome containing enzymes large number of mitochondria, haploid nucleus
Ciliated epithelial cell		*push and move mucus*	Thin layer of moving hairs on the surface of the cells called cilia.

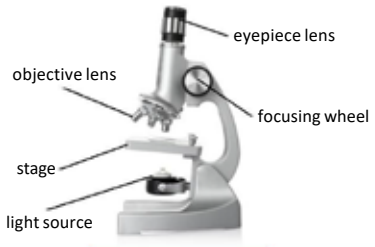
Microscopy

magnification M = $\frac{\text{size of image I}}{\text{real size of the object A}}$

decreasing size and scale

PREFIXES

Prefix	Multiple	Standard form
centi (cm)	1 cm = 0.01 m	x 10^{-2}
milli (mm)	1 mm = 0.001 m	x 10^{-3}
micro (㎛m)	1 ㎛m = 0.000 001 m	x 10^{-6}
nano (nm)	1nm = 0.000 000 001 m	x 10^{-9}
pico (pm)	1pm = 0.000 000 000 001m	x 10^{-12}



Estimates can be useful when you only have a sample of what you are counting e.g. the number of red blood cells in a blood sample

Many of the structures found in cells were not able to be seen before the development of electron microscopes e.g. ribosomes

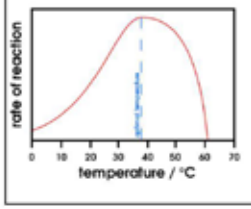
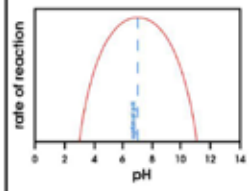
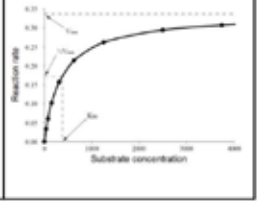
Feature	Light (optical) microscope	Electron microscope
Radiation used	Light rays	Electron beams
Max magnification	~ 1500 times	~ 2 000 000 times
Resolution	200nm	0.2nm
Size of microscope	Small and portable	Very large and not portable
Cost	~£100 for a school one	Several £100,000 to £1 million plus

Science: Key Concepts Part 2

Enzymes catalyse (increase the rate of) specific reactions in living organisms.

The rate of a reaction can be measured by how fast reactants are used up or by how fast products are formed.

The activity of enzymes is affected by changes in temperature, pH and substrate concentration

Enzymes activity has an optimum temperature	*Enzyme activity has an optimum pH*	*Increasing substrate concentration increases rate (limited by number of active sites)*
		

The 'lock and key theory' is a simplified model to explain enzyme action

Enzymes catalyse specific reactions in living organisms due to the shape of their active site.

Digestive enzymes speed up the conversion of large insoluble molecules (food) into small soluble molecules that can be absorbed into the bloodstream.

Large changes in temperature or pH can stop the enzyme from working (denature).

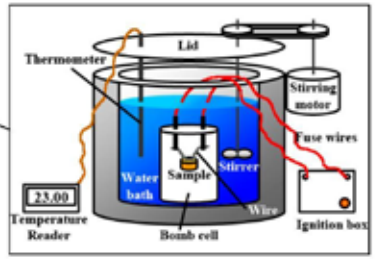
Temperature too high	*pH too high or too low*
Enzyme changes shape (denatures) the substrate no longer fits the active site.	

Enzymes

Edexcel GCSE Biology Key Concepts Part 2

Calorimetry

The energy in food can be calculated by how much it heats up water when it burns in a calorimeter.



Osmosis

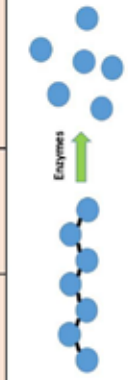
Calculate percentage gain/loss of mass in osmosis.

$$\%\ \text{gain/loss of mass} = \left(\frac{\text{final mass} - \text{initial mass}}{\text{initial mass}}\right) \times 100$$

The greater the difference in concentrations the faster the rate of diffusion.

Transport in cells

Diffusion ***No*** energy required	*Movement of particles in a solution or gas from a higher to a lower concentration*	E.g. O_2 and CO_2 in gas exchange, urea in kidneys. Factors that affect the rate are concentration, temperature and surface area.
Osmosis ***No*** energy required	*Movement of water from a dilute solution to a more concentrated solution*	E.g. Plants absorb water from the soil by osmosis through their root hair cells. Plants use water for several vital processes including photosynthesis and transporting minerals.
Active transport ***ENERGY*** required	*Movement of particles from a dilute solution to a more concentrated solution*	E.g. movement of mineral ions into roots of plants and the movement of glucose into the small intestines.

Carbohydrases (e.g. amylase)		*Made in salivary glands, pancreas, small intestine*	Break down carbohydrates to simple sugar (e.g. amylase breaks down starch to glucose).
Proteases		*Made in stomach, pancreas*	Break down protein to amino acids.
Lipases		*Made in pancreas (works in small intestine)*	Break down lipids (fats) to glycerol and fatty acids).

The products of digestion are used to build new carbohydrates, lipids and proteins. Some glucose is used for respiration.

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Science

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EDEXCEL TOPIC 3 - CONSERVATION OF ENERGY (PART 1)

System	*An object or group of objects that interact together*

Closed system	*No change in total energy in system*
Open system	*Energy can dissipate (can enter or leave)*

Dissipate — *To scatter in all directions or to use wastefully*: When energy is 'wasted', it dissipates into the surroundings as thermal energy and the temperature rises.

Useful energy	*Energy transferred and used*
Wasted energy	*Dissipated energy, stored less usefully*

Conduction transfers thermal energy through solid objects.

Thermal conductivity
How well a material conducts energy
Metals have high thermal conductivity.

In buildings the lower the thermal conductivity the slower the rate of energy transfer

Cavity walls	*An air gap reduces the amount of energy transfer by conduction*
Thick walls	*Thick walls have a slow rate of energy transfer*

Total energy input = useful energy output + wasted energy

Principle of conservation of energy — *The amount of energy always stays the same.*: Energy cannot be created or destroyed, only changed from one store to another.

Energy is only useful when it is transferred from one store to another useful store

Conservation of energy

Energy transfers

Kinetic	*Anything moving has energy in its kinetic energy store.*
Thermal	*Any object – the hotter it is the more energy is in its thermal energy store*
Chemical	*Anything that can release energy by a chemical reaction e.g. food, fuels*
GPE	*Anything that can fall / in a gravitational field*
EPE	*Anything stretched e.g. springs, rubber bands*
Electrostatic	*Two charges that attract or repel each other*
Magnetic	*Two magnets that attract or repel each other*
Nuclear	*Atomic nuclei release energy from this store in nuclear reactions*

Energy (KE, EPE, GPE, thermal)	*Joules (J)*
Velocity	*Metres per second (m/s)*
Mass	*Kilogram (Kg)*
Gravitational field strength	*Newton per kilogram (N/Kg)*
Height	*Metres (m)*

Efficiency

Efficiency	*How much energy is usefully transferred*

Efficiency = Useful output energy transfer / Total input energy transfer

Efficiency = Useful power output / Total power input

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Efficiency can be increased by reducing the thermal energy transferred due to friction by lubricating and the energy transferred by heating by insulation.

Gravitational Potential energy (GPE)	*Energy gained by an object raised above the ground*
Kinetic energy (KE)	*Energy stored by a moving object*

Change in GPE = Mass X gravitational field strength X change in vertical height
$\Delta GPE = m \times g \times \Delta h$

$KE = \frac{1}{2} \times mass \times (speed)^2$
$KE = \frac{1}{2} \times m \times v^2$

Transfers between stores	
Mechanical	A force acts on an object (doing work e.g. push, squash, stretch
Electrically	A charge doing work against resistance e.g. charges moving round a circuit
By heating	Energy transfers from a hot object to a cooler object e.g. hot drink
By radiation	Energy transfers by waves e.g. sunlight reaching the Earth

Energy transfer diagrams
An easy way to show what happens to the energy
Boxes = energy stores and arrows = energy transfers

Unit
Joules (J)

Thermal energy store of hot drink

By heating Thermal energy transfers from hot liquid to cooler air and cup

Thermal energy store of cup and surrounding s

Important energy Transfers between stores

An object projected upwards or up a slope	The object does work against gravity so energy is transferred mechanically from the object's KE store to the GPE store.
A moving object hitting an obstacle	The moving object has energy in it's KE store. Some of this is mechanically transferred to the obstacle's KE store. Some energy is mechanically transferred to the thermal energy store of the object and obstacle, to the thermal energy store of the surroundings by heat and the rest of the energy is 'carried' away by sound
An object being accelerated by a constant force	Assuming there is no air resistance, gravity does work on the object. The object accelerates constantly towards the ground. Energy is transferred mechanically from the GPE store to the object's KE store.
A vehicle slowing down	Energy in the vehicle's KE store is transferred mechanically due to friction between the road and tyres, and then by heating to the thermal energy store of the vehicle and road.
Boiling water in an electric kettle	Energy is transferred electrically from the mains to the element in the kettle. The energy is then transferred by heating to the thermal energy store of the water.

Hartford Church of England High School

Science

EDEXCEL TOPIC 3 - CONSERVATION OF ENERGY (PART 2)

Energy resources

Non-renewable energy resource	*These will run out. It is a finite reserve. It cannot be replenished.*	e.g. Fossil fuels (coal, oil and gas) and nuclear fuels.
Renewable energy resource	*These will never run out. It is an infinite reserve. It can be replenished.*	e.g. Solar, Tides, Waves, Wind, Geothermal, Biomass, Hydroelectric

Most do cause some damage to the environment but less than non-renewables

Do not provide a lot of energy and some are unreliable

Biofuels

Made from plants and animal waste dung

Positives.	Negatives.
Renewable.	Cost to refine biofuels is very high.
Can be solid, liquid or gas and can be burnt to produce electricity.	Growing biofuels takes space away from growing food.
Reliable and take a short time to grow.	Natural habitats are destroyed to make room to grow biofuels.
'Carbon neutral' theoretically plants take in the same amount of CO_2 as they release when burnt	Decay or burning of the cleared vegetation increases methane and CO_2 emissions.

Solar cells

Made from materials that use energy transferred by light to create an electric current

Positives.	Negatives.
No damage to the environment	Expensive
Used in remote places.	Weather dependant – cannot be used in cloudy countries.

Tidal barrages

Big dams built across river estuaries with turbines in them. As the tide comes in, water fills up the estuary, then water is let out through the turbines to generate electricity

Positives.	Negatives.
No polluting gases	Visual pollution
Reliable as tides occur twice a day	Prevent boat access
	Alter habitats for wading birds
No fuel costs, minimal running costs	Initial costs high

Wind

Each wind turbine has a generator inside it. As the wind rotates the blades, the generator turns and produces electricity

Positives.	Negatives.
No polluting gases.	Initial costs quite high
	Need lots to make enough electricity.
Running costs minimal.	Visual and noise pollution.
	Weather dependant – only work when windy

Hydro-electric power

Rainwater collects behind the dam and is allowed out through turbines.

Positives.	Negatives.
Can respond immediately to demand.	Building dams and flooding valleys
	Big impact upon environment. Loss of habitats. .
No polluting gases.	Initial costs high but minimal running costs.

Trends in Energy resource use

Fossil fuels

Produce most of our electricity	The need for electricity increased greatly in the 20th century
Devices are becoming more efficient	Designers are trying to reduce the amount of wasted energy

Other uses of fossil fuels

Oil (diesel and petrol) used to fuel cars	
Gas is used to heat homes and to cook food	

Energy resources are chosen for their effect upon the environment.

Fossil fuels have a negative effect upon the environment.

Targets have been introduced to reduce the use of fossil fuels.

Car companies are designing electric and hybrid cars.

Renewable fuels

Limited by reliability	Energy resources cannot quickly respond to demand like fossil fuels
Limited by cost	Building new renewable power stations is expensive

Hybrid cars and solar panels for houses are still very expensive

Research into improving the reliability of renewable energy resources is expensive and takes time.

People object to wind farms (visual pollution).

Negatives for using fossil fuels and nuclear fuel

Create environmental problems	Fossil fuels release carbon dioxide when burnt.
Non-renewable	Will run out.
Nuclear power stations are expensive	To build and to decommission safely.

Burning coal and oil release sulphur dioxide which causes acid rain.

Oil spillages cause serious marine environmental problems

Nuclear waste is dangerous and difficult to dispose of and there is always a risk of catastrophes.

CO_2 is a greenhouse gas and contributes to global warming

Positives for using fossil fuels and nuclear fuel

Reliable	Provides lots of energy.
Plenty of fuel to meet current demand	Respond quickly to electrical needs from National Grid.
Cost to extract is low	Fossil fuel power plants relatively cheap to build and run.

History

History - Holocaust

Nazi Ideology:

The success of Hitler and the Nazi party did not come from nowhere. The party developed and established itself in a Germany devastated by defeat in World War One and suffering an economic crisis. Antisemitism was present in societies across Europe, and there was a rise in pseudo-scientific ideas of eugenics and 'race theory'. Right-wing extremists blamed the country's defeat in World War One on a conspiracy between communists and Jews.

Nazi persecution of the Jews:

Once the Nazis came to power they introduced laws that denied Jews many freedoms and restricted their rights. Boycotts of Jewish doctors, lawyers and shops began in 1933 and by 1935 Jews were not allowed to join the civil service or the army. The introduction of the Nuremberg laws in September 1935 meant Jews were banned from marrying non-Jews and their citizenship was removed, including their right to vote. On 9 November 1938 the Nazis initiated attacks against the Jews. 91 Jews were murdered, 30,000 were arrested and sent to concentration camps and 267 synagogues were destroyed. This night became known as Kristallnacht – the 'Night of Broken Glass'. These attacks sparked debate in the House of Commons which led to Britain supporting the Kindertransport – a programme that rescued 10,000 children, the majority of whom were Jewish.

Ghettos:

Nazi Germany invaded Poland on 1 September 1939 and as a result, the UK and France declared war. In spring 1940, the Nazis established ghettos – segregated parts of the larger towns and cities across Poland where Jews were forced to live. The largest ghetto was in Warsaw, where 400,000 Jews were crowded into 1.3 square miles of the city. Jews responded to the ghetto restrictions with a variety of resistance efforts. Hundreds of thousands of people died in the ghettos, from starvation, disease and executions carried out by the Nazis.

The 'Final Solution':

In 1941 the Nazis stepped up their persecution of the Jews through murder on an industrial sc This began with mass shootings across eastern Europe, carried out by killing units called the Einsatzgruppen (task forces), after the Nazi invasion of the USSR in June 1941. By December 19 over 1.5 million Jews had been killed by beatings, starvation or mass shootings. The Wannsee Conference was held in Berlin on 20 January 1942 and was attended by high-ranking Nazis. Her they planned the mass-deportation of European Jews to extermination camps in German-occu Poland, where they would be murdered. This 'Final Solution' aimed to exterminate all Jews in Europe. Deportation on this scale required organisation and coordination from collaborators ac Europe.

The camps:

The Nazis created more than 40,000 camps throughout German-occupied countries. There, inmates were subjected to slave labour, overcrowding, poor sanitary conditions, starvation and cruel treatment, with a high death rate. After initial attempts to commit mass murder through shootings proved 'inefficient', the Nazis extended the camp system to include six extermination camps, including Auschwitz-Birkenau. Their purpose was to carry out genocide using gas cham

Liberation:

As Allied troops made progress across Nazi-occupied Europe, they discovered and liberated concentration and extermination camps. The camp of Majdanek in Poland was the first to be liberated, in the summer of 1944. On 8 May 1945, following the invasion of Germany and Hitle suicide, Germany surrendered. Two thirds of Europe's Jews had been murdered.

Justice:

Many senior Nazi war criminals were never sentenced for their roles during the Holocaust. Aft the war, the Allies brought 22 of the most senior Nazis to trial in Nuremberg, Germany betwee 1945 and 1946. The Nuremberg Trials were one of the most important innovations in the histc international law and helped lead to the establishment of the International Criminal Court ove years later, in 2002.

Research:

Who was Anne Frank and why is she important?

What did Madagascar have to do with the Holocaust?

Was Hitler the main man when it came to the Holocaust?

Why didn't the allies intervene sooner?

Did locals around concentration camps help to keep them a secret?

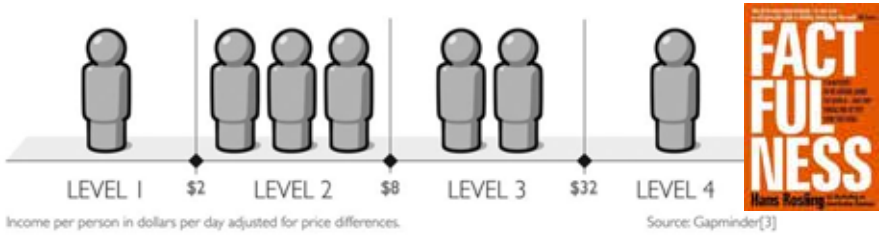
How does Germany view the Holocaust today?

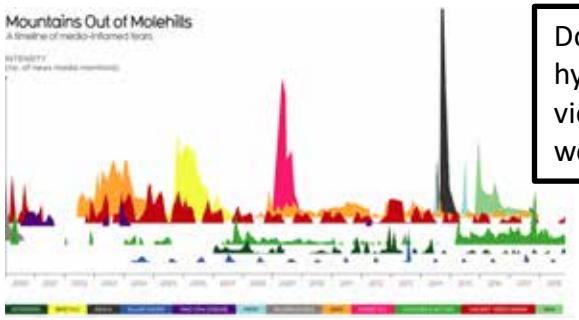
Geography

Geography - A view of development

Maps of the world can distort our view of the world and make some countries look bigger than they actually are and some look smaller than they actually are.

Infant mortality: The number of babies who do not survive past the age of 1 per 1000 live births per year





Does media hype alter our view of the world

Owning a bicycle can transform peoples lives. They are able to carry more to market and get there quicker so they have more time to work on their farms. This can triple their income and allow them to move out of level 1

Hans Rosling in his book on Factfulness divides the world into 4 income levels.

Level 1: 1 billion people live on less than $1 per day. They walk bare foot and may sleep on the floor

Level 2: 3 billion people live on $2-8 per day. You will have shoes and maybe a bike. Your family sleeps on mattresses

Level 3: 2 billion people live on $8-32 per day. You may have a motorbike and your children finish school

Level 4: You spend more than $32 per day. You have a car and may be able to go on holiday once a year. You will have a high school education

Small change is not no change. Around the world countries are improving life expectancy. Better access to health care and improved education is allowing many countries to move from level 1 to level 2 and onto level 3

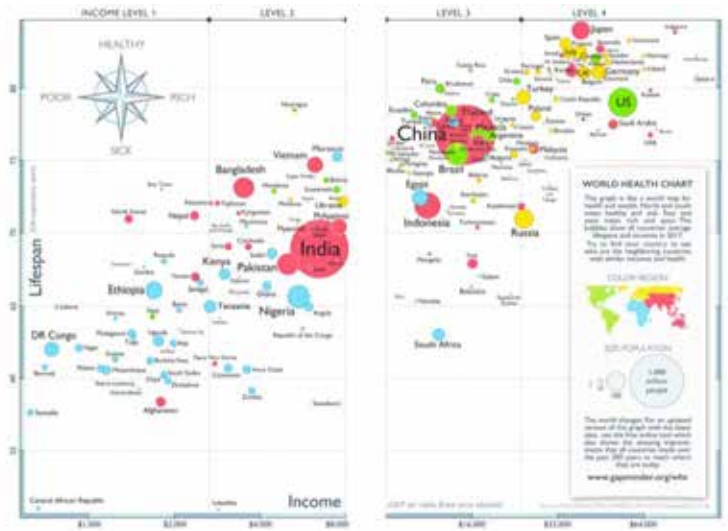
Factfulness - A view of development

Africa is NOT a country.
There is NO African language.
There is NO African flag

A stereotype is:
A widely held but fixed and oversimplified image or idea of a particular type of person or thing

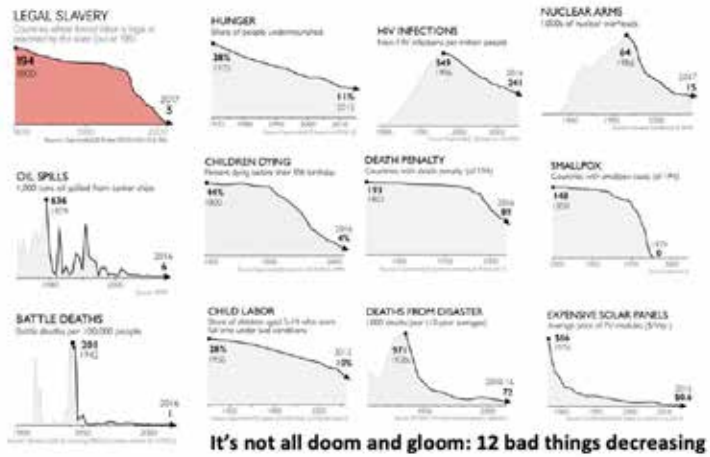
The single story of Africa creates problems for the continent as it is seen as a place of poverty and it creates stereotypes that are not helpful in our understanding of the world

As of 2021, there were over 2,000 living languages in Africa. With 522 languages, Nigeria accounted for around a fourth of the total languages used in Africa.

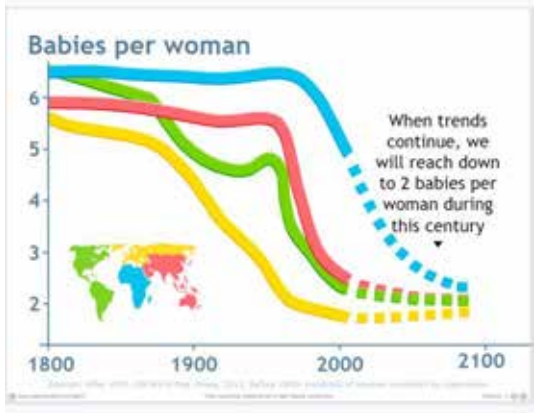


A jacket that detects pneumonia

A currency that pays online workers



It's not all doom and gloom: 12 bad things decreasing



A quote from the book to help us.
"As billions of people left extreme poverty, most of them decided to have fewer children. They no longer needed large families for child labour on the small family farm. And they no longer needed extra children as insurance against child mortality. Women and men got educated and started to want better-educated and better-fed children: and having fewer of them was the obvious solution."


Religious
Studies

Religious Studies - Religion and life

Key Words			
Abortion	The ending of a pregnancy	**Liberal**	A type of Christian who reads the Bible as stories, myths and metaphors
Big Bang Theory	Scientific theory of the creation of the universe through a large explosion	**Literalist**	A type of Christian who believes the Bible is literally true + the word of God
Dominion	The power humans have over God's creation	**Natural Resources**	Materials found in nature (e.g. coal, oil) which are exploited by humans
Euthanasia	The painless killing of a terminally ill patient	**Purgatory**	Where Catholics believe souls are purified after death + before heaven
Evolution	Scientific theory of the development of humans from apes	**Quality of Life**	How easy or difficult someone's life is – e.g. cancer causes a low quality of life
Heaven	Paradise where those judged good go after death to be forever with God	**Sanctity of Life**	The belief that all life is sacred as man is made in God's image
Hell	Damnation where those judged bad go after death to be forever without God	**Stewardship**	The responsibility God gave humans to look after the world
Judgement	After death Christians believe you are judged by God	**Vegetarian**	The choice not to eat animals

Key Ideas		
Ideas about Creation 	**Christian Ideas** - Christians believe the universe was designed and made by God - The creation story in **Genesis 1** says that God made the world in six days - **Literalist Christians** believe this is true and that God created Adam + Eve from whom all humans come - **Liberal Christians** say the creation story in the Bible is just a story and may agree with scientific ideas about creation *"In the beginning God created the heavens and the earth" – Genesis 1:1*	**Scientific Ideas** - The **Big Bang Theory** argues that the universe started as a dense collection of mass which massively expanded creating stars, galaxies and planets - The **Theory of Evolution** comes from Charles Darwin who observed that animals change over time and argued that humans were not designed by God but evolved from apes - These theories do not fit with a **literalist Christian's** view but could fit with a **liberal** view
Stewardship + Dominion 	**Stewardship** - **Stewardship** means Christians have a **duty** to look after the environment on behalf of God and for future generations - This can be seen where Christians campaign for environmental charities or choose to reduce waste and recycle *"Rule over [..] every living creature" - Genesis 1:28*	**Dominion** - **Dominion** is the idea that God gave humans power and authority over the world - Some Christians believes this allows them to use **natural resources** (e.g. oil and coal) and animals to make their lives better - In **Genesis** God gives Adam and Eve the power to name the animals and rule over them
Abortion 	- **Abortion** is the removal of a foetus from the womb in order to end a pregnancy. - In the UK (except Northern Ireland) it is **legal** during the first 24 weeks of pregnancy unless the mother's life is in danger or the foetus is severely deformed. ☒ The ***Catholic Church*** is strongly against abortion. They believe in **sanctity of life**, the idea that life is a sacred gift from God which only God can take away. They see the foetus as a living thing. ☑ The ***Church of England*** think abortion is sometimes acceptable as a pregnancy as a result of rape or where the child would be very ill would lead to a very poor **quality of life**	
Euthanasia 	- **Euthanasia** is the painless killing of a patient with a terminal illness. - **Voluntary** euthanasia is where the patient asks for their life to be ended. - **Non-voluntary** euthanasia is where the patient is not capable of asking to die, perhaps in a coma. - All forms of euthanasia are currently **illegal** in the UK. ☒ The ***Catholic Church*** is strongly against euthanasia. They believe that only God can give and take life and that life is sacred (**sanctity of life**) ☑ Some ***liberal Christians*** think euthanasia can be an act of mercy which Jesus tells them is a good thing to do, this is especially the case when someone's **quality of life** is very poor.	
The Afterlife 	- Christians believe that when you die you will be judged and that those who are found to be good will go to **heaven** but those who have sinned and gone against God's wishes will go to **hell**.	
	Roman Catholics believe that there is a middle stage called **purgatory** where souls go to be purified of sin before they go to heaven	**Some Christians** believe that Jesus will return on a future **Day of Judgement** when all souls will be judged


Spanish

Hartford Church of England High School

Spanish

Los Festivales y Las Tradiciones

LOS FESTIVALES - FESTIVALS	
1. Un / el festival	1. A / the festival
2. Una Fiesta hispánica	2. A Hispanic festival
3. El mundo hispáno	3. The Hispanic world
4. Se celebra	4. Is celebrated
5. Se celebran	5. Are celebrated
6. Lo más famoso es	6. The most famous
7. Lo más popular es	7. The most popular
8. España tiene	8. Spain has
9. En México hay	9. In Mexico there is/are

LOS FESTIVALES - FESTIVALS	
El Día de Los Muertos	**Day of the Dead**
1. Disfraces	1. Costumes
2. Flores	2. Flowers
3. Desfiles	3. Parades
4. Tumbas	4. Tombs
5. Decorar	5. Decorate
6. Velas	6. Candles
7. Vidas	7. Lives
8. Celebrar	8. To celebrate
9. México	9. Mexico
10. Calaveras	10. Skulls
La Tomatina	**La Tomatina (name of festival)**
1. Bruñol	1. Bruñol – a town in Spain
2. Gafas de natación	2. Swim goggles
3. Peligroso	3. Dangerous
4. Lanzar	4. To throw
5. Tomates	5. Tomatoes
6. Divertido	6. Fun
7. Una batalla	7. A battle
San Fermín	**San Fermín (name of festival)**
1. Pamplona	Pamplona – city in Spain
2. Ropa blanca	White clothes
3. Pañelos rojos	Red neckerchief
4. Toros	Bulls
5. Plaza de toros	Bullring
6. Corrida de toros	Bull running
7. ¡Corre!	Run!

LOS FESTIVALES - FESTIVALS	
Las Fallas	**Las Fallas (name of the festival)**
1. Valencia	1. Valencia – city in Spain
2. Desfiles	2. Parades
3. Figuras de carton	3. Cardboard figures
4. Fuego	4. Fire
5. Quemar	5. To burn
6. Fuegos artificiales	6. Fireworks
Navidad y Los Reyes Magos	**Christmas and the 3 Wise Men**
1. Regalos	1. Presents
2. Cabalgata	2. Parade of the 3 Wise Men
El Año Nuevo	**New Year**
1. Uvas	1. Grapes
2. Doce campanillas	2. 12 chimes
3. Medianoche	3. Midnight
4. Suerte	4. Luck
La Fería de Abril	**La Fería de Abril (name of festival)**
1. Sevilla	1. Seville – city in Spain
2. Comida	2. Food
3. Bebida	3. Drink
4. Flores	4. Flowers
5. Flamenco	5. A Spanish style of dance
6. Música	6. Music
7. Disfraces	7. Costumes
8. Desfiles	8. Parades
9. Bailes	9. Dances

DESCRIPCIONES - DESCRIPTIONS	
Una fiesta....	A festival....
1. animada	1. lively
2. peligrosa	2. dangerous
3. Relgiosoa	3. religious
4. importante	4. important
5. divertida	5. fun
6. famosa	6. famous
7. popular	7. popular
8. creativa	8. creative
9. ruidosa	9. noisy
10. lleno de color	10. Full of colour

COSTUMBRES – CUSTOMS / TRADITIONS	
1. El festival se llama	1. The festival is called
2. Tiene lugar **(EN)**	2. It takes place **(IN)**
3. Cada año	3. each year
4. Durante el festival	4. During the festival
5. El ambiente es	5. The atmosphere is
6. Es una parte de La cultura española/ méxicana	6. It is part of the Spanish/Mexican culture
Las personas....	**The people....**
1. bailan y cantan	1. Dance and sing
2. lanzan tomates	2. Throw tomatoes
3. comen uvas y beben champán	3. Eat grapes and drink champagne
4. corren con los toros	4. Run with the bulls
5. se disfrazan	5. Dress up
6. pintan sus caras	6. Paint their faces
7. reciben regalos	7. Receive presents
8. ríen	8. Laugh
9. llevan ropa tradicional	9. Wear traditional clothes

LOS EVENTOS FAMILIARES (EL PASADO) – FAMILY EVENTS (PAST)	
1. El año pasado	Last year
2. Hace un mes	A month ago
3. La semana pasada	Last week
4. EL mes pasado	Last month
1. Celebré	I celebrated
2. Celebramos	We celebrated
3. Fui a	I went to
4. Fuimos a	We went to
1. Navidad	Christmas
2. Una boda	A wedding
3. Semana Santa	Easter (Holy Week)
4. Nochevieja	New Years' Eve
5. Año Nuevo	New Year
6. El día del padre	Father's Day
7. Una fiesta de cumpleaños	A birthday party
8. Un bautizo	A christening

Hartford Church of England High School

Spanish

Los Festivales y Las Tradiciones

¿QUÉ HICISTE? – WHAT DID YOU DO?	
DONDE…	**WHERE**
1. Celebré mucho	1. I celebrated a lot
2. Rezé en la iglesia	2. I prayed in church
3. Bailé	3. I danced
4. Canté	4. I sang
5. Comí un pastel	5. I ate cake
6. Bebí chanpán	6. I drank champagne
7. Hablé con los invitados	7. I talked with the guests
8. Reí	8. I laughed
9. Compré regalos/globos	9. I bought presents / balloons
10. llevé un vestido nuevo	10. I wore a new dress
11. Trajé flores	11. I brought flowers
12. Saqué fotos	12. I took photos
LOS EVENTOS FAMILIARES (EL FUTURO) – FAMILY EVENTS (FUTURE)	
1. Cuando sea mayor	1. When I am older
2. La próxima semana	2. Next week
3. Mañana	3. Tomorrow
4. El próximo mes	4. Next month
1. Voy a	1. I am going
2. Me gustaría	2. I would like
1. ir a	1. To go to
2. celebrar	2. To celebrate
1. una boda	1. A wedding
2. una communion	2. A communion
3. una fiesta de cumpleaños	3. A birthday party
4. una fiesta de fin de curso	4. An end of year party
5. una ceremonia	5. A ceremony
6. Semana Santa	6. Easter (Holy Week)
7. Navidad	7. Christmas
8. Año Nuevo	8. New Year
9. Nochevieja	9. New Years' Eve
10. El día del Padre	10. Father's Day
11. una bautizo	11. A christening

¿QUÉ VAS A HACER? – WHAT ARE YOU GOING TO DO?)	
1. Voy a	I am going
2. Vamos a	We are going
1. Me gustaría	I would like
2. Nos gustaría	We would like
1. Celebrar mucho	To celebrate a lot
2. Cantar	To dance
3. Bailar	To sing
4. Rezar en la iglesía	To pray in church
5. Llevar ropa nueva	To wear new clothes
6. Comprar un regalo	To buy a present
7. Comer pastel	To eat cake
8. Sacar fotos	To take photos
9. Reir con mi familia	To laugh with family
10. Hablar con los invitados	To talk to guests
11. Beber champán	To drink champagne
12. Traer flores	To bring flowers
LAS OPINIONES - OPINIONS	
1. ¿Te interesa el festival de…?	1. Are you interested in the …..festival?
2. ¿Te gusta el festival de…?	2. Do you like the …..festival?
1. Me gusta	1. I like
2. Me chifla	2. I really love
3. Prefiero	3. I prefer
4. Me interesa	4. I'm interested in
5. Mi fiesta favorita es	5. My favourite festival is
1. Odio	1. I hate
2. No me gusta	2. I don't like
3. No aguanto	3. I can't stand

Semana Santa – Holy Week (Easter Time)	
1. Es un festival religioso	1. It is a religious festival
2. Cuenta la historia de la resurrección de Jesús	2. It tells the story of the resurrection of Jesus
3. Hay desfiles religiosos	3. There are religious parades
4. Rezar	4. To pray
5. Los Pasos	5. Floats with figures of Christ/religious symbols
6. Los Costaleros	6. Men who carry 'Los Pasos' in the parades

French

Hartford Church of England High School

French

LA VIE SAINE

Le Régime– Diet	
1. Qu'est-ce que tu manges?	1. What do you eat?
2. Qu'est-ce que tu bois?	2. What do you drink?
3. Je mange	3. I eat
4. Je bois	4. I drink
5. du café	5. coffee
6. du lait	6. milk
7. du poisson	7. fish
8. du pain	8. bread
9. des fruits	9. fruit
10. des pâtes	10. pasta
11. des bonbons	11. sweets
12. des gâteaux	12. cakes
13. des légumes	13. vegetables
14. des biscuits	14. biscuits
15. parce que c'est sain	15. because it's healthy
16. parce qu'ils sont sains (mpl)	16. because they are healthy
17. parce qu'elles sont saines (fpl)	17. because they are healthy

Qu'est ce-que tu manges/bois normalement ? – What do you normally eat/drink?	
1. Qu'est-ce que tu manges normalement?	1. What do you normally eat?
2. Qu'est-ce que tu bois normalement?	2. What do you normally drink?
3. Normalement je mange	3. I normally eat
4. Normalement je bois …	4. I normally drink
5. du poulet	5. Chicken
6. de la viande	6. Meat
7. de la salade	7. Salad
8. des légumes	8. Vegetables
9. du pain grillé	9. Toast
10. des céréales avec du lait	10. Cereal with milk
11. du riz	11. Rice
12. une pizza	12. A pizza
13. un sandwich	13. A sandwich
14. de la limonade	14. Lemonade
15. un yaourt	15. A yogurt
16. du jus d'orange	16. Orange juice

Qu'est-ce que tu vas essayer? – What are you going to try?	
1. Je vais	1. I am going
2. Je voudrais	2. I would like
3. ESSAYER/GOÛTER	**3. TO TRY/TASTE**
4. des fruits de mer	4. Seafood
5. des crevettes	5. Prawns
6. du thé au citron	6. Lemon tea
7. des cuisses de grenouilles	7. Frogs legs
8. des escargots	8. Snails

Des coutumes – Customs (MEAL TIMES)	
1. A quelle heures est –ce que tu …..	1. What time do you …….
prends le petit déjeuner?	eat breakfast?
prends le déjeuner?	eat lunch?
prends un encas?	have a snack?
prends le dîner?	have tea/dinner?
2. Je prends le petit déjeuner à sept heures.	2. I eat breakfast at 7
3. Je prends le déjeuner à midi.	3. I eat lunch at 12
4. Je prends un encas à trois heures	4. I snack at 3
5. Je prends le dîner à six heures	5. I have dinner/tea at 6

La Routine Journalière – Daily Routine	
1. Le matin/l'après-midi/la nuit	1. In the morning/afternoon/night
2. Je me réveille	2. I wake up
3. Je me lève	3. I get up
4. Je me douche	4. I shower
5. Je m'habille	5. I get dressed
6. Je me peigne	6. I do my hair
7. Je prends le petit déjeuner	7. I have breakfast
8. Je vais au collège	8. I go to school
9. Je mange à la cantine	9. I eat in the canteen
10. Je rentre à la maison/chez moi	10. I return home
11. Je fais mes devoirs	11. I do my homework
12. Je prends le dîner	12. I eat tea/dinner
13. Je regarde la télévision	13. I watch TV
14. Je me brosse les dents	14. I brush my teeth
15. Je me couche	15. I go to bed
16. Je quitte la maison	16. I leave the house
17. Tôt/Tarde	17. Early/late

Qu'est ce que tu as fait hier? What did you do yesterday?	
1. Hier	1.Yesterday
2. Le matin/l'après-midi/la nuit	2. In the morning/afternoon/night
3. Je me suis réveillé(e)	3. I woke up
4. Je me suis levé(e)	4. I got up
5. Je me suis douché(e)	5. I showered
6. Je me suis habillé(e)	6. I got dressed
7. Je me suis brossé(e) les dents	7. I brushed my teeth
8. à sept heures et quart	8. at 7 :15
9. à midi et demie	9. at 12.30
10. à quatre heures	10. at 4 o'clock
11. à six heures	11. at 6 o'clock
12. à sept heures	12. at 7 o'clock
13. puis	13. then
14. après	14. after
15. plus tard	15. later on
16. J'ai pris le petit déjeuner	16. I had breakfast
17. Je suis allé(e) au collège	17. I went to school
18. J'ai fait mes devoirs	18. I did my homework
19. Je me suis couché(e)	19. I went to bed

LA VIE SAINE

Est ce que tu mènes une vie saine ou malsaine? Do you lead a healthy or unhealthy lifestyle?	
1. Je mène une vie saine 2. Je mène une vie malsaine 3. Pour rester en forme 4. Je mange rarement du fast-food 5. Je bois de l'eau 6. Je joue au foot 7. Je fais de l'exercice/du sport 8. Je dors huit heures 9. Je ne prends pas de drogues 10. Je ne fume pas 11. parce que c'est … 12. sain 13. malsain 14. bon pour la santé 15. mauvais pour la santé	1. I lead a healthy lifestyle 2. I lead an unhealthy lifestyle 3. In order to keep fit 4. I rarely eat junk / fast food 5. I drink water 6. I play football 7. I do exercise/sports 8. I sleep 8 hours 9. I don't take drugs 10. I don't smoke 11. because it is … 12. Healthy 13. Unhealthy 14. Good for your health 15. Bad for your health
Conseils- Advice	
1. Pour mener une vie saine **2. ON DOIT** **3. ON NE DOIT PAS** 4. prendre des drogues 5. faire du sport 6. dormir huit heures 7. boire de l'eau 8. manger une alimentation équilibrée 9. manger plus de fruits 10. manger moins de bonbons 11. boire de l'alcool 12. boire des boissons gazeuses 13. fumer 14. manger du fast-food	1. In order to lead a healthy life **2. YOU MUST** **3. YOU MUST NOT** 4. Take drugs 5. Do sport 6. Sleep eight hours 7. Drink water 8. Eat a balanced diet 9. Eat more fruit 10. Eat less sweets 11. Drink alcohol 12. Drink fizzy drinks 13. Smoke 14. Eat junk food

Une vie saine (FUTUR) – A HEALTHY LIFE (FUTURE)	
1. Pour mener une vie saine 2. Demain 3. La semaine prochaine 4. Quand je serai plus âgé(e) 5. Je vais/Je ne vais pas 6. Je voudrais/Je ne voudrais pas 7. prendre des vitamines 8. faire plus de sport 9. dormir huit heures 10. boire beaucoup d'eau 11. manger une alimentation équilibrée 12. manger plus de fruits 13. manger moins de bonbons 14. boire moins d'alcool 15. Boire moins de boissons gazeuses 16. Manger moins de fast-food	1. In order to lead a healthy life 2. Tomorrow 3. Next week 4. When I am older 5. I am going/ I am not going to 6. I would like/I would not like to 7. To take vitamins 8. To do more sport 9. To sleep eight hours 10. To drink a lot of water 11. To eat a balanced diet 12. To eat more fruit 13. To eat less sweets 14. To drink less alcohol 15. To drink less fizzy drinks 16. To eat less junk food
Une vie saine (PASSÉ) – A HEALTHY LIFE (PAST)	
1. Dans le passé/autrefois 2. Hier 3. La semaine dernière 4. Je n'ai pas fait beaucoup d'exercice 5. J'ai mangé des hamburgers 6. J'ai bu beaucoup de bière et de vin 7. Je n'ai pas mangé de fruits 8. I'ai beaucoup fumé 9. J'ai pris des drogues 10. Je n'ai pas pris de vitamines 11. J'ai mangé trop de bonbons	1. In the past 2. Yesterday 3. Last week 4. I didn't do a lot of exercise 5. I ate hamburgers 6. I drank a lot of beer and wine 7. I didn't eat fruit 8. I smoked a lot 9. I took drugs 10. I didn't take vitamins 11. I ate too many sweets


IT

IT - Computing - Mayhem Manor

What is Project Planning?

Setting a goal whereby resources and skills are managed in order to successfully coordinate and complete a project.

Key words

- Inputs
- Profit
- Evaluation
- Design
- Revenue
- Process
- Implementation
- Sub-task
- Costs

Project Life Cycle

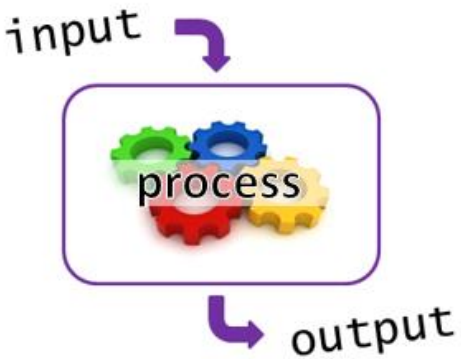
For this unit you will take on the role of a project manager for the theme park Mayhem Manor and plan the opening of a new theme park water ride, by following the stages of the project life cycle.

Business Calculations

Revenue is the money made from selling products/services. It is calculated using:
Selling Price X Quantity Sold

Profit is the money you have left from your revenue, after your costs have been deducted. It is calculated using:
Total Revenue – Total Costs

Inputs, Processes and Outputs.



Input= Data is input into a computer system EG a rollercoaster senses the movement of a carriage on the track.

Process= The system processes the data and handles it the appropriate way. EG The camera is activated

Output= The action is then taken dependent on how the data has been processed. EG A ride photograph is taken

Art

Hartford Church of England High School

ART

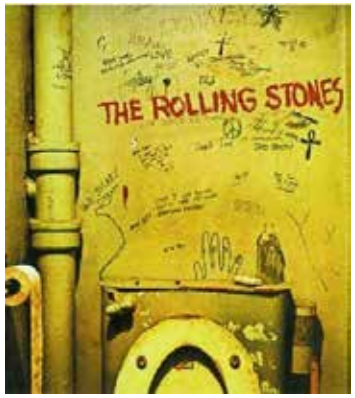
Graffiti Art

Graffiti is a form of **visual communication** involving writing or drawing on a wall or other surface, often without permission and within public view. Graffiti ranges from simple written words to elaborate wall paintings, and has existed since ancient times, with examples dating back to ancient Egypt, ancient Greece, and the Roman Empire.

Graffiti introduction - https://youtu.be/4Ul4mhho03M

Graffiti, Art or Vandalism

https://m.youtube.com/watch?feature=youtu.be&v=azolNnTCnMI



Art or Vandalism – Watch the video and consider this argument.

Deliberate Practice –

- **Graffiti alphabet –** produce a graffiti alphabet using different graffiti fonts.
- **Graffiti doodle spray can.** Select appropriate graffiti images to create a graffiti doodle. Examples on Google classroom.
- **Graffiti research task**

Select a graffiti artist to complete a research page on. You can select an artist from the list below or research your own artist.

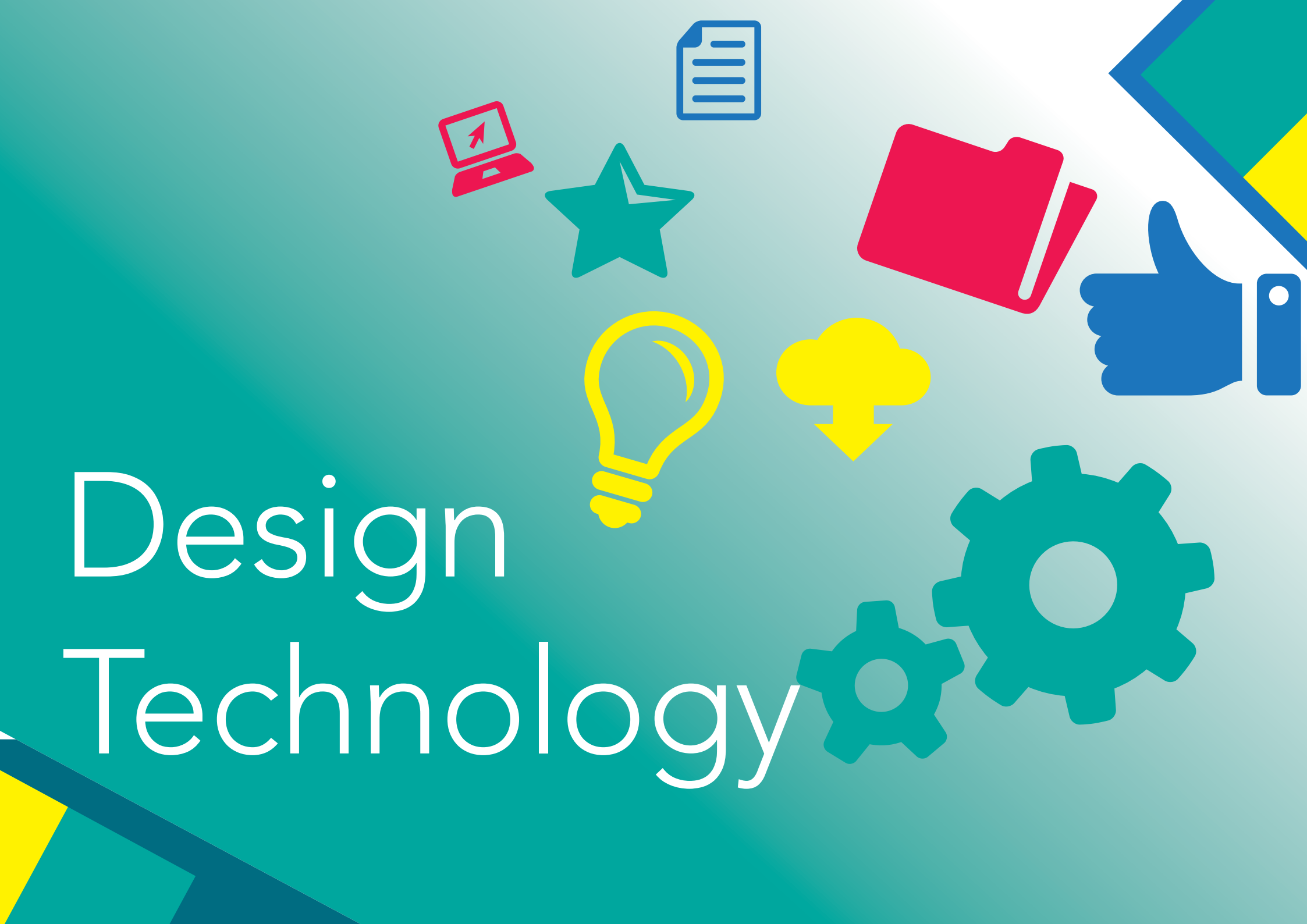
Graffiti artists

Blek Le Rat
Banksy
Chris Daze
Lee Quinnones (Fab 5)
Shepherd Fairey
Zane Lewis
Freddy (Fab 5)
Keith Haring

- **Design your own graffiti trainer/hi top.**

Key words

Tag Hip-Hop Expression Wildstyle Stencil Font Flow Dynamic


Design
Technology

Design & Technology - Control

An iconic design is usually a design that is 'ground breaking' and one that sets new standards in its field.

It is a design that other designers and manufacturers follow, as it becomes a bench mark for other similar products.

An iconic design is one that stands up to the test of time, remaining a good design, despite the passing of years, decades and even centuries.

Key Words and their definitions:

Characteristic: a typical or noticeable feature of something that is easily recognisable
Iconic: very famous or popular 'It was an iconic design'

Influence: the ability to have an effect on something 'he used Pop Art to influence the design'
Oblique: a type of drawing to show 2D objects as 3D objects

Incorporate: to combine or join together 'She incorporated Art Deco features into the design'
Isometric: a drawing of a 3D shape on a 2D surface where horizontal lines are at 30*

Nouveau: a French word for New. 'We are looking at the Art Nouveau design movement
Elaborate: detailed, beautiful and complicated 'Art Nouveau is elaborately decorated'

Art Nouveau **1870-1920**

Art Nouveau was the dominant style until the 1920s for the rich not the working class.

Examples of Art Nouveau include highly skilful jewellery, elaborate interior design and wrought iron scroll work.

Pop Art **1960-Now**

Pop Art uses images from popular culture, adverts and consumer products as its trademark.

Soup cans, Cola bottles and comic strips are replicated using bold and distinctive colours, dots and bold lines.

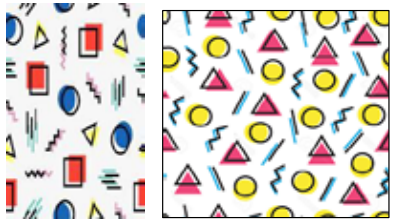
Art Deco **1924-1940**

Art Deco is usually associated with the architecture of the 1930s.

Its style relies on bold designs, clear lines and vibrant colours and geometric patterns.

Memphis **1980-Now**

The Memphis design style began in the 1980s and is characterised by its use of colourful, abstract decoration and asymmetrical shapes.




Food
Technology

Hartford Church of England High School

Food Technology

KS3 Y9 Food Tech Knowledge Organiser

Food Provenance:
Where your food originally comes from

Grown Food includes fruits & vegetables + cereals: e.g. wheat, rice etc. 2 methods of farming: **Intensive**

Organic

Reared Food are animals raised by humans for their meat and other products: **Chickens= eggs.**

Cows= Milk

Caught Food applies to seafood. Wild/**caught** fish come from seas, rivers, & other bodies of water.

Foods from around the world

	**Indian cuisine** very popular in the UK
	**Italians** are famous for pizzas and pasta
	**Chinese noodles** are a favourite takeaway meal around the world
	**South American** foods use corn as the main ingredient
	**African meals** are often based around rice
	**French** Pastries are famous the world over.

Genetically Modified (GM) foods have had their genes altered to give it useful characteristics , such as improving its growth or changing its colour. **Disadvantages:** long term health effects aren't known. Also modified genes could affect other non GM crops. GM can't be sold everywhere. The EU restricts the import of some GM foods

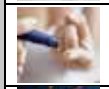
Special Dietary Needs:

	In **sports,** dietary needs can differ widely. Some need lots of protein to build muscle for strength, others focus more on carbs for endurance.
	Diets also vary widely between different **religions**. Some eat meat, whilst for others it may be totally forbidden or need to be prepared in a particular way.
	People can choose a plant based diet for different reasons. Some for health benefits, for **ethical reason**: e.g. animal right etc.
	**Allergies** and **medical** issues can often lead to individuals requiring a special diet. E.g. coeliac's need to avoid food with gluten.

When **planning meals** for special dietary needs it is essential that you first have a good understanding of what a **balanced diet** should include. And what you should avoid.

KEYWORDS
Provenance
Genetic
Ethical
Organic
Intensive
Moral
Obligation
Sustainable

Diet-Related Health Problems
In many cases, making a few small changes in our foods choices can have a massive effect on our long term health & well-being.

	**Obesity** is very common. It affects roughly one in every four adults in the UK.
	**Coronary Heart Disease** is when the arteries which supply the heart with blood narrow due to fatty deposits
	**Type 2 Diabetes** is a disorder where blood glucose levels stay too high because the pancreas can't produce enough insulin.
	**Poor Diet** can affect the skeleton too! Your bones & teeth can become diseased if you don't get the right amount of nutrients

Food Ethics
Do animals have rights, even the tasty ones?
What principles govern or determine the foods you eat?

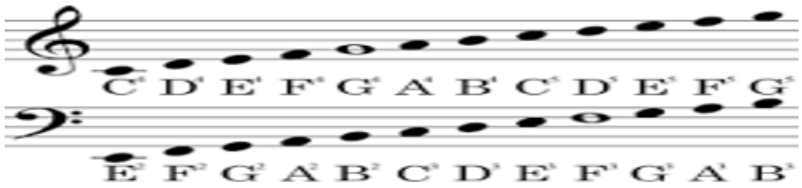
- Customs
- Culture
- Where you're from
- education
- travelling
- necessity

Music

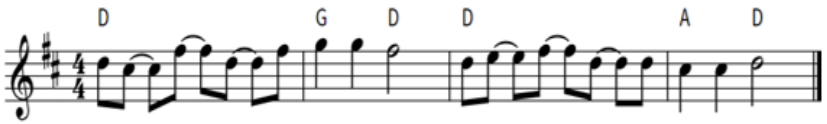
Music - Britpop- Topic Two

ELECTRONIC DANCE MUSIC

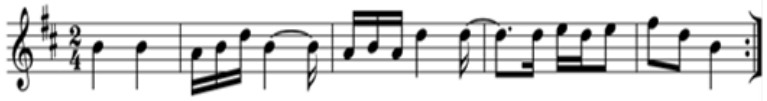
Notes on the stave



Without You - Avicci & Sandro Cavazza (D major F# C#)

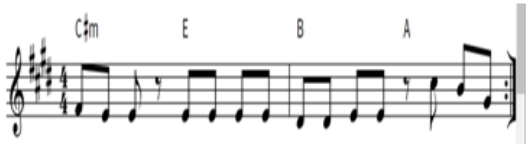


Wake Me Up – Avicci (D major F# C#)



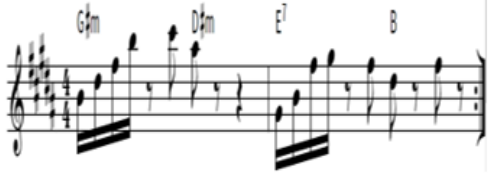
Levels – Avicci

C#m = F# C# G# D#



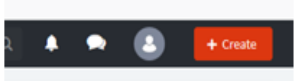
Rather Be – Clean Bandit

G#m = F# C# G# D# A#



EXAMPLE OF DANCE STRUCTURE

Using Bandlab – edu.bandlab.com



- Click on "Create" to open the software.
- Choose instruments from the list that appears.
- Set your click track to a speed you can manage to play at
- Click on the metronome icon to turn it green.
-

LETS START

Let's start with your BASS line. These are the notes of the chords. E.g D, G, A, D

- Open the midi editor (bottom left of screen)
- Draw your bass notes in using the pencil tool
- You can use the keys of the Chromebook also

Track (press add track)

- Do this in the same way as your bass line.
- Write or play one chord only.
- Copy and paste it four times.
- Move each one up or down until it reaches the correct notes.

Drama

Drama

Y9 Drama – HT3 & 4 – Knowledge Organiser

Constantin Stanislavski: Born: 17 January 1863, Moscow, Russia and died: 7 August 1938. He was widely recognized as an outstanding character actor and the many productions that he directed garnered him a reputation as one of the leading theatre directors of his generation.

Naturalism: Naturalism is a movement in European drama and theatre that developed in the late 19th and early 20th centuries. It refers to theatre that attempts to create an illusion of reality through a range of dramatic and theatrical strategies.

Naturalistic Techniques:
Given circumstances – the facts about a character that cannot be changed.
The magic if – an actor imagines what it would feel like to be in the situation of their character.
Objective – A character's purpose or motivation for behaving in a certain way.
Subtext – The hidden meaning behind words.

Bertolt Brecht: born in Germany in 1898 and died aged 58 in 1956. He was a poet, playwright and theatre director. His most famous plays include Life of Galileo, Mother Courage and Her Children and The Caucasian Chalk Circle. Brecht's political and satirical writing made him an early enemy of the Nazi Party. Fearing persecution, Brecht left Nazi Germany in February 1933, just after Hitler took power.

Epic Theatre: Epic theatre is a form of didactic drama presenting a series of loosely connected scenes that avoid illusion and often interrupt the story line to address the audience directly with analysis, argument, or documentation. Epic theatre is often highly political.

Epic Theatre Techniques:
Placard - a sign or additional piece of written information presented onstage. The information doesn't just comment upon the action but deepens our understanding of it.
Multi-rolling - when an actor **plays** more than one character onstage. The differences in character are marked by changing voice, movement, gesture and body language.
Gestus - a clear character gesture or movement used by the actor that captures a moment or attitude rather than delving into emotion.
Alienation - the use of techniques designed to distance the audience from emotional involvement in the play

Blood Brothers Plot:

Blood Brothers, a musical by Liverpudlian playwright Willy Russell, revolves around twin boys (Mickey and Edward) who are separated at birth and brought up in completely different environments in the city. The play, set in the 1960s, is divided into two acts, with songs throughout.

Mickey is brought up with his seven older siblings by his struggling single mother, Mrs Johnstone. His twin brother, Edward, however is brought up as the only child of the wealthy Lyons family, who live nearby, after Mrs Lyons persuaded Mrs Johnstone to hand over one of her twins at birth. Mickey and Edward don't meet each other until they're seven years old, but immediately become best friends and blood brothers. The bond continues when the boys are teenagers and both live in the countryside, despite them both being in love with Mickey's neighbour Linda. However, as they get older, the huge difference in their backgrounds pulls them apart and eventually leads to their tragic deaths.

Written during a period of huge changes in society and politics, *Blood Brothers* draws the audience's attention to the detrimental effect that social inequality can have on people's lives.

Blood Brothers Characters:

Main characters
Mickey Johnstone – The twin kept by Mrs Johnstone (Working Class)
Edward Lyons – The twin given away to Mrs Lyons by Mrs Johnstone (Middle Class)
Mrs Johnstone – A working class mother who struggles to provide for her family
Mrs Lyons – A middle class woman who longs for a child and takes one of the twins
Secondary characters
Linda – A childhood friend of Mickey and then Edward. Marries Mickey but has an affair with Edward later in the play
Narrator – Comments on the action in a sinister manner often referencing superstition
Minor characters
Sammy – An older brother of Mickey (and Edward) Always getting into trouble
Mr Lyons – Mrs Lyons' husband. He is away for the duration of Mrs Lyons' "pregnancy" and believes Edward to be his biological son.