BOURNEMOUTH SCHOOL

Year 9

Knowledge Organiser 4

Spring Term: 2024-25

Name: Master Copy

Registration Form: 9

✓Hard Work ✓Discipline ✓Smart Appearance ✓Respect

Bournemouth School

Knowledge Organiser: Year 9 Spring Term 4

'Knowledge is power' by Francis Bacon

A knowledge organiser provides you with all the most important knowledge you need for each unit of study this half term. Your aim is to transfer all of this information into your long-term memory so you can use it in your lessons and further expand your understanding of this work.

How to use your knowledge organiser (KO):

1. Ensure you have your KO and Homework Learning journal with you at all times in school and when you need to do your homework at home.
2. In lessons when you have covered information that appears on your KO, your teacher will ask you to put a tick next to that section. This means that is now added to what you must learn for homework.
3. Initially, follow your homework timetable to decide what to revise each evening.
4. There are 4 strategies that you can use to revise. They are progressively more challenging so always start with the first in the list.
    a. **Look Cover Write Check**
        i. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.
        ii. LOOK carefully at the subject and section of your KO you want to revise and try to remember as much as you can. Remember this should be a ticked section.
        iii. Now COVER this information so you can't read it.
        iv. WRITE out what you can remember word for word in your Homework Learning Journal.
        v. CHECK what you have written by comparing it to your KO. Tick each correct word in green pen and correct any errors you have made.
        vi. Repeat this process until you are confident you can remember everything you need.

        AIM:

        You should be able to repeat the information by rote
    b. **Self or peer quizzing**
        i. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.
        ii. Write out a list of questions you could ask either yourself or a friend about this section of the KO. Write these in your Homework Learning Journal.
        iii. If you are working on your own, cover the KO and write a full answer to each question.
        iv. If you are working with a partner swap books and copy down their questions and have a go at answering them.
        v. Now uncover the KO and with a green pen correct your work.

        AIM:

        You should be able to repeat the information by rote but with a good understanding

    c. **Playing with words and sentences**
        i. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.

ii. You now want to check how well you have learnt the information in your KO.
iii. Definitions – look at words that are used in this section. Can you write a definition in your own words?
iv. Rephrasing – can you rewrite the sentences or explanations in your own words?
v. Summary – can you summarise the main points of this section of the KO?
vi. Synonyms – can you write synonyms for key words and ideas?
vii. New Sentences – can you write a sentence that includes the key vocabulary or definitions that you have learnt?

AIM

You should be able to use the information in your KO in a flexible and confident way in your writing.

d. Think it, Link it

i. This is a technique to use towards the end of the half term when you are revising all of the KO.
ii. Think of the links or connections between different sections of your KO.
iii. Write these out in your own words in your Homework Learning Journal.
iv. Think about the links between a particular section of your KO and what you have learnt in your lessons. Can you expand on this section by linking it to your wider knowledge?
v. Write this out in your Homework Learning Journal.

AIM

You should be able to link your homework and your lessons to show a confident understanding of the work covered.

Homework Learning Journal

1. Always write the subject and the date when you start your homework.
2. Always write the strategy that you are going to use for your homework.
3. Always use a ruler to underline titles and dates.
4. Use a blue or black pen to complete your homework or a pencil if you need to draw.
5. Use a green pen to complete corrections of your work.
6. **You are expected to complete half a side of your Homework Learning Journal each evening as a minimum.**

Checking:

Your tutor will check your Homework Learning Journal at least once a week. If they are concerned that you aren't doing your homework properly they will offer support and guidance. If you don't respond to this guidance you will be added to the afterschool 'Success club' where a member of staff will help you complete your homework.

DO NOW tasks:

At the start of every lesson you should expect a Do Now task. This is a low stakes retrieval quiz on what you have learnt so far. If you have completed your homework this should be easy. The aim is to get 100% in each of these. If you miss this target occasionally, don't worry. If it happens regularly your teacher will ask your tutor to have a chat and offer you support.

Maths:

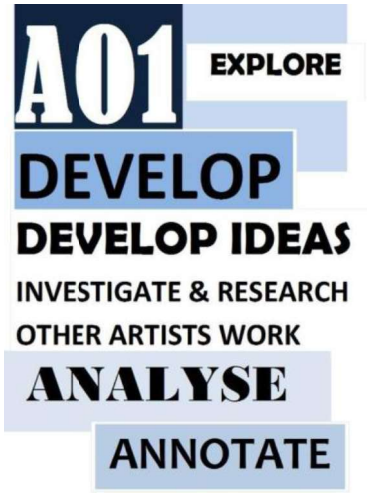
Your teacher will set you tasks to complete on Dr Frost Maths. This will be set every week on a Monday and will be collected in and checked on a Friday. If this has not been completed you will be issued a Detention on a Wednesday Lunchtime.

How long should I spend on my homework?

Key Stage 4					
Week 1					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
5 mins	MFL	MFL	Physical Activity	MFL	MFL
10	Maths	English		Maths	English
10	Biology	RS		Chemistry	Physics
10	Option C	Option D		Option A	Option B
55	Reading / Revision	Reading / Revision		Reading / Revision	Reading / Revision
Week 2					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
5 mins	MFL	MFL	Physical Activity	MFL	MFL
10	Maths	English		Maths	English
10	Biology	RS		Chemistry	Physics
10	Option C	Option D		Option A	Option B
55	Reading / Revision	Reading / Revision		Reading / Revision	Reading / Revision

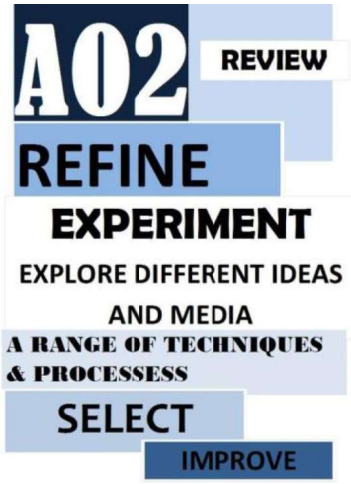
- You should spend about 35 minutes revising your KO each day.
- You should spend 25 minutes either reading or revising each day.
- This timetable is a guide. If you want to spend longer revising one subject that you find more difficult and less time on one you find easy, that is your choice.
- We would like you to spend one evening involved in a physical activity. This might be a sports club, a run, a game of football with friends or just a nice walk with the dog. Ask your PE teacher if you need guidance with this. It doesn't have to be on a Wednesday.

Assessment Objectives - This is how you are marked for coursework and Exam.
There are 24 marks to gain for each AO.
60% of your GCSE mark is coursework and 40% is your exam mark.



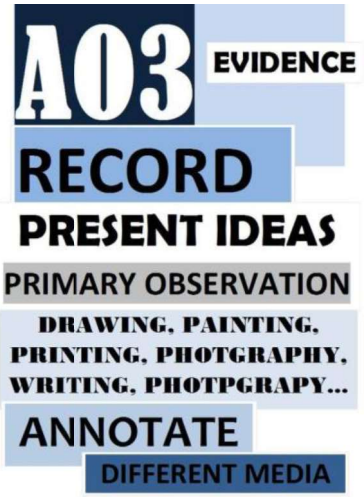
Artist research pages.

- Visits to exhibitions and galleries.
- Your own responses in the style of the artist.
- Interviews with artists/ photographers.
- Annotate and analyse what you have found out.



Experimenting in response to your chosen artists.

- Use relevant materials and techniques to experiment with
- Experiment with new materials, tools and techniques as well as familiar ones.
- Try out different combinations of media and techniques
- Practise and refine your use of your chosen media, tools and techniques



Title page.

- Mind Map.
- Mood-boards.
- Bullet points
- Notes
- Longer paragraphs
- Photographs.
- Observational drawings
- Sketches
- Designs
- Diagrams
- Editing on Photoshop

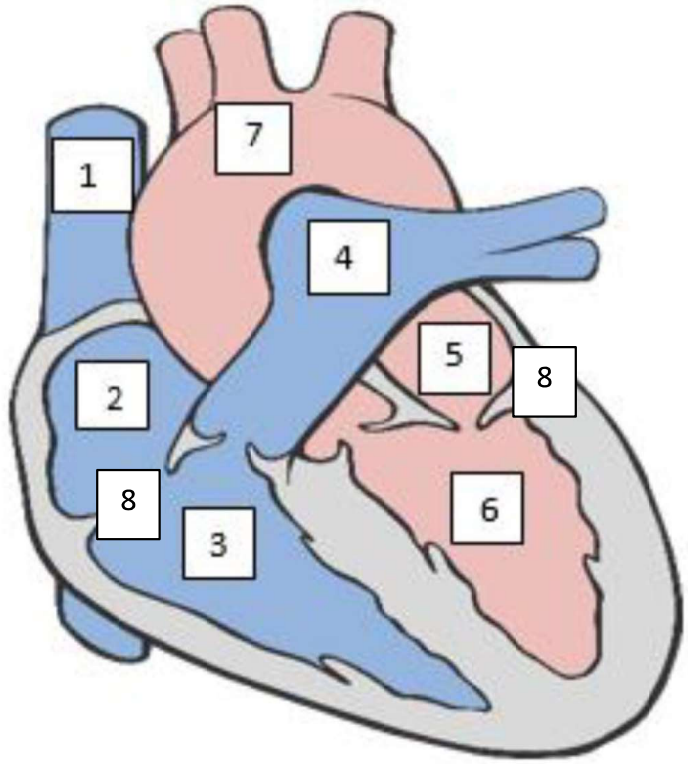
Plans and drawings of final piece ideas.

- Mini mock-ups and experiments for final piece.
- Creating an original final piece, that is clearly inspired by your research and creative journey.
- Evaluation of final piece (how does your piece link to the project theme?)

Health		✓
Term	**Definition**	
Cancer	Uncontrolled cell division	
Benign	Doesn't spread	
Malignant	Does spread in the blood	
Risk factors	Increase the chance of getting a disease, e.g. obesity is a risk factor for diabetes	

Parts of the heart			✓
#	**Structure**	**Function**	
1	Vena cava	Major vein carrying blood back to the heart from the body	
2	Right atrium	Smaller chamber of the heart which fills with blood from the vena cava	
3	Right ventricle	Large chamber which pumps blood to the lungs	
4	Pulmonary artery	Artery carrying blood from the heart to the lungs	
5	Left atrium	Small chamber that fills with blood from the lungs	
6	Left ventricle	Large chamber which pumps blood around the body	
7	Aorta	Major artery carrying blood away from the heart to the body	
8	Valves	Prevent backflow of blood	

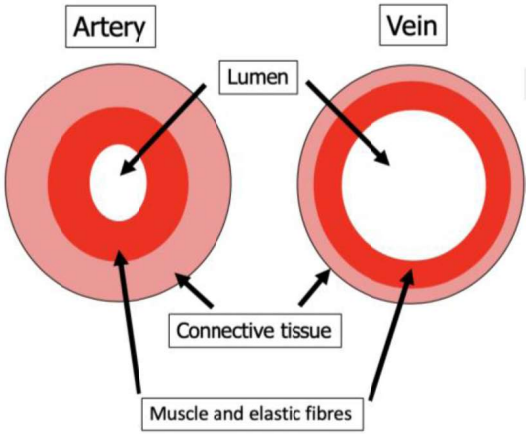
Components of blood		✓
Component	**Function**	
Red blood cells	Transports oxygen in the blood. No nucleus to allow more space for haemoglobin and a biconcave shape to give a large surface area.	
White blood cells	Cells in the blood that fight infection caused by pathogens.	
Platelets	Fragments of cells that cause clotting of blood at a wound, to reduce blood loss.	
Plasma	The liquid part of the blood, mostly made of water, but with substances like glucose, proteins, ions and carbon dioxide dissolved in it.	

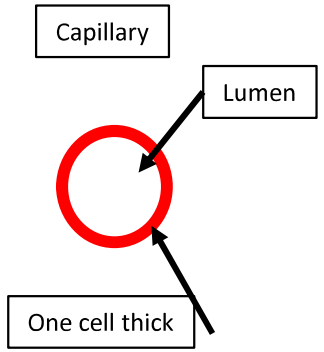


B2b Heart and Health

Helping the heart				✓
Treatment	**What it is**	**Advantage**	**Disadvantage**	
Stent	Wire mesh opens up a blocked artery	Keeps artery open, low risk surgery	Fatty material can rebuild.	
Statin (drug)	Reduces cholesterol	Reduces fat being deposited in arteries.	Side effects e.g. liver damage	
Heart transplant	Replacement heart from a donor.	Long term	Major surgery, could be rejected	
Artificial heart	Man -made heart used while waiting for a transplant	Not rejected, keeps patient alive.	Short lifetime, limited activity	
Mechanical heart valve	Mechanical replacement of faulty heart valve.	Can last a lifetime	Can damage red blood cells	
Biological heart valve	Biological replacement of faulty heart valve.	Doesn't damage red blood cells.	Valve hardens and may need replacing.	

Blood vessels				✓
artery	Thick muscle wall and small lumen	Carries blood AWAY from heart	Oxygenated blood	
vein	Thin muscle wall and large lumen	Carries blood IN to heart	Deoxygenated blood	



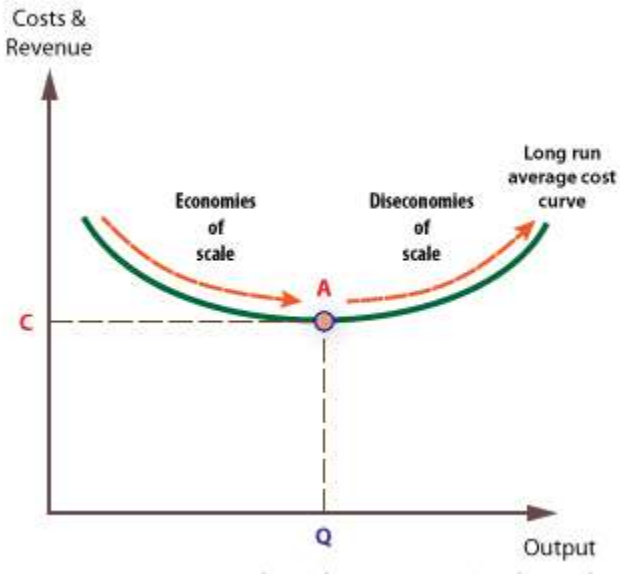


Definitions		✓
Organic (Internal) Growth	When a business grows by expanding its own activities	
External (Inorganic) growth	Growing the business by working with other businesses	
E-commerce	The act of buying or selling a product using an electronic system such as the internet	
Outsourcing	When a business uses another business to carry out tasks	
Franchisee	The entrepreneur who buys the right to trade under the name of the franchisor.	
Franchisor	The original business owner who sells a franchise.	
Franchise	When a franchisor sells the rights to its products to a franchisee.	
Merger	When two or more businesses join together to form a new business	
Takeover	When one business buys control of another.	

Methods of expansion		✓
Organic growth:	**External Growth:**	
E-commerce	Merger	
Opening new stores	Take over	
Outsourcing		
Franchising		

Benefits and drawbacks of expansion		✓
Benefits:	**Drawbacks:**	
Economies of scale	Risk of diseconomies of scale	
Greater market power	Slower decision making	
Reduced risk if takeover	Demotivated staff	
Image	Expensive	

Economies and Diseconomies of scale		✓
Economies of scale:	Diseconomies of scale:	
As output increases average unit cost falls	Average unit cost increases as output increases	
Types: Purchasing Technical Managerial	**Causes:** Poor communication Poor coordination Poor control	



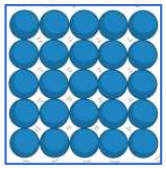
Bournemouth School – Knowledge Organiser – Year 9

BUSINESS STUDIES

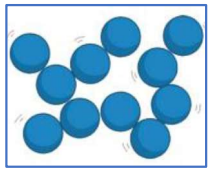
Chapter 2 – Bonding, Structure and Properties of Matter

Keyword	Learn	✓
Allotrope	Different physical forms in which an element can exist. Graphite, charcoal, and diamond are all allotropes of carbon	
Covalent bond	Sharing of pairs of electrons between two non-metal atoms, giving each a full outer shell of electrons	
Electrostatic forces	Forces of attraction between oppositely charged particles.	
Giant Ionic Lattice	A regular 3-D arrangement of alternating positive and negative ions held together by strong electrostatic forces of attraction	
Intermolecular forces	Forces which exist between covalently bonded molecules. The strength of the intermolecular forces impact physical properties like boiling/melting point.	
Ion	An atom or molecule with an electric charge due to the loss or gain of electrons.	
Ionic bond	Strong electrostatic force of attraction between oppositely charged ions.	
Ionic compound	Chemical compound formed of ions arranged in a giant lattice, held together by strong electrostatic forces.	
Metallic bond:	Strong electrostatic force of attraction between positive metal ions and delocalized negatively charged electrons.	

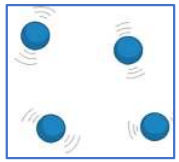
States of Matter – you must be able to represent as particle diagrams



Particles hold a regular arrangement and vibrate in fixed positions – have the least amount of energy. Solids are not compressible.



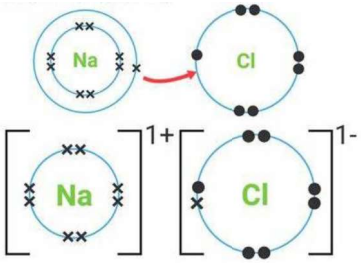
Particles are arranged randomly, close together and are able to move past each other. Liquids are not compressible.



Particles are relatively spread out, move randomly in all directions and have most energy. Gases are compressible.

Giant Ionic Lattices – you must be able to draw electron transfer diagrams to represent the formation of ionic bonds

A metal atom loses electron(s) to form a positively charged ion and a non-metal gains these electron(s) to form a negatively charged ion.

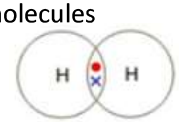


Forms a 3-D structure – a giant ionic lattice
e.g. sodium chloride

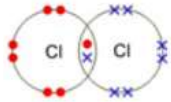
Properties

- High melting and boiling points as a lot of energy is needed to overcome the strong electrostatic attraction between positive and negative ions
- Conduct electricity only when molten or dissolved in water because the ions are free to move and carry charge. Ions are not free to move in solid ionic substances.

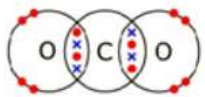
Simple Covalent Molecules - you must be able to draw dot and cross diagrams to represent these molecules



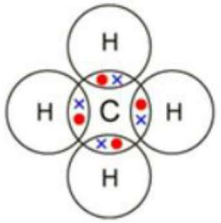
hydrogen (H



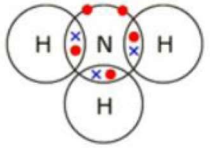
chlorine (Cl_2)



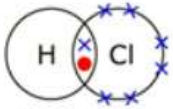
carbon dioxide (CO_2)



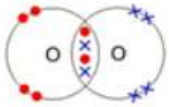
methane (CH_4)



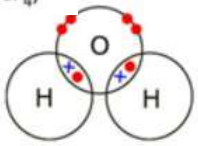
ammonia (NH_3)



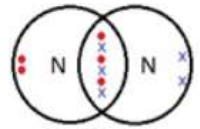
hydrogen chloride (HCl)



oxygen (O_2)



water (H_2O)

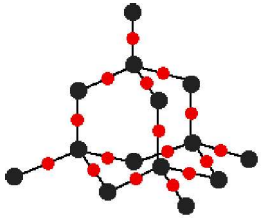


nitrogen (N_2)

Properties

- Low melting and boiling points – due to weak intermolecular forces that require little energy to overcome
- Do not conduct electricity – contain no charged particles that are free to move

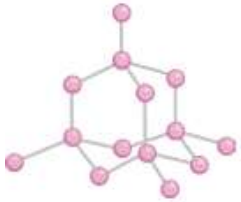
Giant Covalent Structures – you must be able to recognise these diagrams



Silicon dioxide (silica), Formula SiO_2

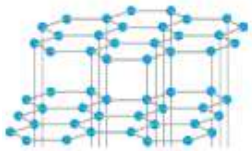
- High melting and boiling point. Many strong covalent bonds between Si and O atoms require large amount of energy to break
- Does not conduct electricity. No charged particles free to move through structure and carry charge

Allotropes of Carbon



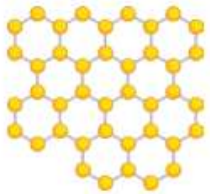
1. Diamond, Formula C

- High melting and boiling point. Hard. Each C atom bonded to 4 others in tetrahedral shape. Many strong covalent bonds between atoms require large amount of energy to break
- Does not conduct electricity. No charged particles free to move through structure and carry charge



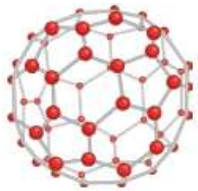
2. Graphite, Formula C

- High melting and boiling point. Each C atom bonded to 3 others in hexagonal shape. Many strong covalent bonds between atoms require large amount of energy to break
- Soft. Weak forces of attraction between layers easily broken
- Good electrical conductor. Delocalised electrons free to move through structure and carry charge



3. Graphene, Formula C

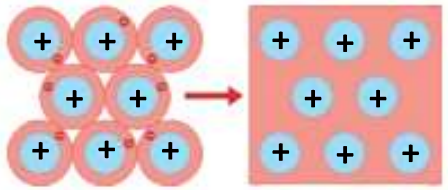
- Single layer of carbon atoms arranged as in graphite.
- Melting and boiling point as for graphite
- Conductivity as for graphite
- Forms strong, flexible sheets which are transparent



4. Fullerenes and Nanotubes, Formula C_n

- Macromolecules, e.g. Buckminsterfullerene C_{60}, with carbon atoms bonded in hexagons & pentagons
- Open cage structures useful in drug delivery systems
- Spherical molecules can roll so useful as lubricants
- Long tube structures form strong lightweight carbon fibres with good electrical conductivity

Giant Metallic Structures



Giant Metallic Structure = layers of positive metal ions surrounded by a sea of delocalised electrons

- High melting and boiling points. Strong attraction between positive ions and negative delocalised electrons
- Good electrical conductors. Delocalised electrons are free to move through the structure and carry charge.
- Malleable and ductile. Layers of ions can slide over each other

Polymers

Polymer = Large long-chain molecule made up of lots of small molecules (monomers) joined together by covalent bonds.

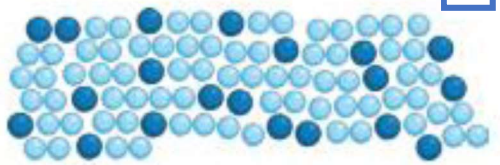
Thermosoftening Polymers

- Easy to recycle as they soften and melt when heated – can be remoulded
- Polymer chains held together by weak intermolecular forces of attraction – require little energy to overcome

Thermosetting Polymers

- Suitable for saucepan handles as they do not soften and melt when heated
- Polymer chains held together by strong covalent bonds (crosslinks) so require lots of energy to break

Alloys



Alloy = mixture of a metal with one or more other metals or non-metals

- Can be designed with specific improved properties, e.g. corrosion resistance (stainless steel) or hardness (tungsten steel)
- In an alloy, there are atoms of different sizes. The smaller or bigger atoms distort the layers of atoms.
- The layers do not slide over each other as easily so alloys are usually harder and stronger than the pure metal.

Nanoparticles

Nanoparticle = Particle between 1 and 100 nanometres in size

- Usually contain only a **few hundred atoms**
- High **surface area** to **volume** ratio gives properties different from those for the same materials in bulk so smaller quantities are needed

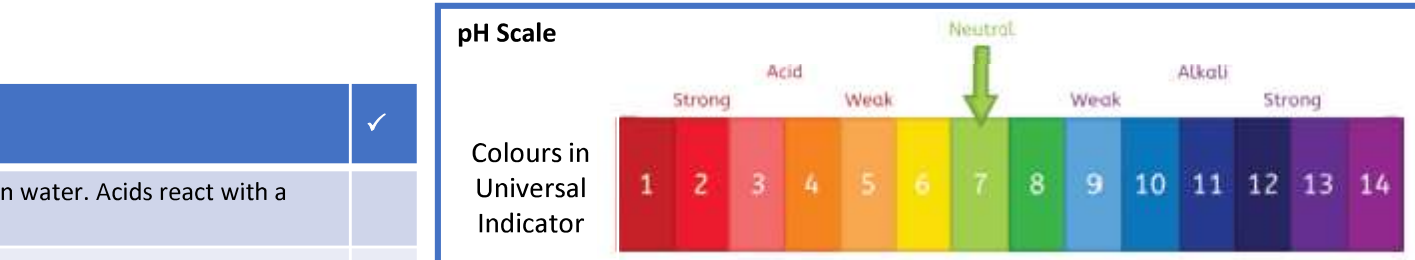
Name of Particle	Diameter
nanoparticle	1–100nm
fine particles ($PM_{2.5}$)	100–2500nm
coarse particles (PM_{10})	2500–10000nm

- As particle size decreases, surface area **increases** in relation to volume
- e.g. As the side of a cube decreases by a factor of 10, the surface area to volume ratio increases by a factor of 10

Chapter 4a – Chemical Changes

Keyword	Learn	✓
Acid	Substance producing H^+ ions in water. Acids react with a base to form a salt	
Alkali	Soluble base (e.g. metal hydroxides) that produces OH^- ions in water. Bases react with an acid to form a salt	
Base	Substance that reacts with an acid to form a salt e.g. metal oxides	
Burette	Laboratory apparatus used to accurately measure a variable volume of solution	
Concentrated	A large number of solute particles per unit volume	
Concentration	Mass or number of particles of solute per unit volume (dm^3)	
Dilute	A small number of solute particles per unit volume	
Indicator	Substance that changes colour depending on the pH of a solution e.g. phenolphthalein, methyl orange, litmus	
Neutralisation reaction	Reaction in which an acid reacts with a base to form a neutral solution. Overall equation $H^+ + OH^- \rightarrow H_2O$	
pH	Measure of concentration of H^+ ions relative to pure water. As pH decreases by 1, H^+ ion concentration increases by a factor of 10	
Pipette	Laboratory apparatus that is used to accurately measure a fixed volume of solution	
Salt	Ionic compound formed by reaction of an acid with a base. Consists of a positive ion from the base and a negative ion from the acid	
Strong acid	One that is fully ionised in aqueous solution to release H^+ ions e.g. $HCl(aq) \rightarrow H^+(aq) + Cl^-(aq)$	
Weak acid	One that is only partially ionised in aqueous solution to release H^+ ions e.g. $CH_3COOH(aq) \rightleftharpoons H^+(aq) + CH_3COO^-(aq)$	

pH Scale



Indicators for titration	Colour in acid	Colour in alkali
Phenolphthalein	Colourless	Pink
Methyl orange	Red	Yellow
Litmus	Red	Blue

Neutralisation Reactions – general equations

Acid + base → salt + water

Acid + alkali → salt + water

Acid + metal carbonate → salt + water + carbon dioxide

Preparation of a Soluble Salt

- Add excess base to warm acid. Stir
- Filter solution to remove unreacted base.
- Transfer filtrate (solution of soluble salt) to an evaporating basin.
- Heat until crystals begin to form.
- Leave to cool and completely crystallise at room temperature.
- Pat crystals dry using paper towel.

Example

copper + sulfuric → copper + water
oxide acid sulfate

$CuO(s) + H_2SO_4(aq) \rightarrow CuSO_4(aq) + H_2O(l)$

Titration

- Fill a burette with acid. Note initial volume
- Transfer $25cm^3$ of alkali to a conical flask using a pipette.
- Add a few drops of indicator and place flask on a white tile
- Slowly add acid from the burette, swirling to mix, adding dropwise near the end point
- Stop as soon as indicator changes colour and note volume of acid added
- Repeat until concordant results are obtained (+/- 0.1 cm^3), then calculate mean volume of acid used

Example

$HCl(aq) + KOH(aq) \rightarrow KCl(aq) + H_2O(l)$

2.2 Programming Fundamentals

File Handling			
Python	**OCR**	**Definition**	✓
`myFile = open("sample.txt", "r")`	`myFile = open("sample.txt")`	Opens a file ready for processing.	
`myFile.close()`	`myFile.close()`	Closes a file.	
`myFile.readline()`	`myFile.readLine()`	Reads one line of text at a time from an open file.	
`myFile.write("Add new line")`	`myFile.writeLine("Add new line")`	Writes one line of text at a time to an open file.	

`line = MyFile.readline()`
`while Line != "":`
`  print(Line)`
`  line = MyFile.readline()`
	`while NOT myFile.endOfFile()`
	`  print(myFile.readLine())`
	`endwhile`
		Loops through a text file line-by-line and prints out each line.	

String Manipulation ✓

phrase = "Computer Science"

	Code	Value
Python	`len(phrase)`	16
OCR Ref.	`phrase.length`	

	Code	Value
Python	`phrase[3:8]`	"puter"
OCR Ref.	`phrase.substring(3,5)`	

	Code	Value
Python	`phrase.upper()`	"COMPUTER SCIENCE"
OCR Ref.	`phrase.upper`	

	Code	Value
Python	`phrase.lower()`	"computer science"
OCR Ref.	`phrase.lower`	

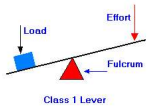
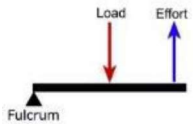
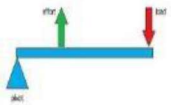
Data Types ✓

Determines what type of value the variable will hold.

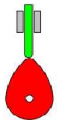
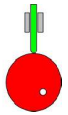
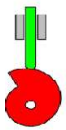
Integer – Whole number	`age = 12`
Real / float – Number that *can* have a fractional part	`height = 1.52`
Character – A single letter, symbol or number	`letter = 'a'`
String – Multiple characters	`name = "Bart"`
Boolean – Has two values: true or false.	`a = True` `b = False`

GCSE Design Technology
CORE 1.05 *part 2* Mechanical devices

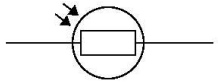
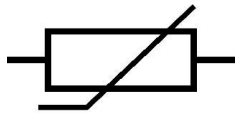
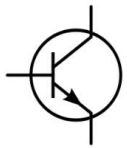
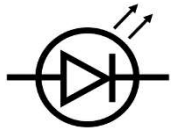
Levers

Tick	Lever	Movement	Uses
	Class 1	A large input movement can produce a small output but with greater force.	• Pliers • Crowbars • See-saws 
	Class 2	A large input movement can produce a smaller output movement with greater force but the fulcrum is at 1 end.	• Wheelbarrow • Nut cracker 
	Class 3	The force applied by the user is greater than the output force.	• Tweezers • Spade 

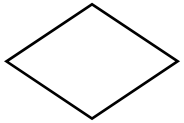
Cams

Tick	Cam type	Motion type	Uses
	Pear 	Motionless for half of the cycle then rises and falls in the 2nd half.	Valves in a car engine
	Circular 	A continuous, smooth rise and fall.	Steam engines
	Snail 	A slow rise/stationary with a sudden drop.	Machines needing a sudden drop

GCSE Design Technology:
CORE 1.06 Electronic components

Tick	Component	Symbol	Function
	LDR (Light Dependent Resistor)		Light on LDR, the resistance changes. More light = less resistance; electricity flows.
	Thermistor		Resistance changes with temperature. Hot = low resistance cold = higher resistance.
	Transistor		Acts as a tiny electronic switch. It is known as a semi conductor. It can amplify small currents.
	Resistor		Changes the resistance to limit the flow of electricity through part of a circuit.
	LED (Light Emitting Diode)		Gives out light when electricity passes through.
	Buzzer		Makes a sound when electricity flows through.
	Switches		Turns the flow of electricity on in a circuit on or off.

GCSE Design Technology: CORE 1.07 Programmable components

Flowchart element	Definition/explanation	Tick
Programme	A set of instructions the system has been given to make the electronic system do what it is supposed to do.	
Flowcharts	Diagrams that are used to set up a programme. They take information from input devices and act in particular ways to control output devices.	
	These are the boxes used in flowcharts for the 'start' and 'end' sections only.	
	These are the shapes used for instructing on a flowchart.	
	These are the shapes used on a flowchart when a decision needs to be made. These are followed by yes and no answers.	
Time delay	These are sections of a programme which ask it to wait for 'x' amount of time before moving onto the next instruction.	
Count	When a programme is either told to count how many times it gets an input before moving onto the next instruction or it is told to loop an action 'x' amount of times before moving on.	
Feedback loop	When a programme is sent back to an earlier stage in the flowchart, this is usually set by a sensor and will follow from a decision box.	

GCSE Design Technology: CORE 1.08 Metals

Tick	Non-ferrous metal	Properties	Uses
	Aluminium	• Corrosion resistant • Easily machined • Good heat/electrical conductor • Malleable	• Aircraft parts • Window frames • Engine parts • Drinks cans
	Copper	• Corrosion resistant • Ductile • Easily machined • Excellent heat/electrical conductor	• Electrical wire/ components • Gas and water pipes • Printed circuits
	Brass	• Corrosion resistant • Easily machined • Good heat/electrical conductivity • Casts well	• Plumbing fittings • Door fittings • Locks • Musical instruments

Tick	Ferrous metal	Properties	Uses
	Mild steel	• Ductile • Malleable • Magnetic • High tensile strength	• Screws, nails, bolts • Car body panels, • General engineering purposes
	Stainless steel	• Corrosion resistant • Hard • Resists wear • Difficult to cut	• Kitchenware • Sinks • Cutlery • Medical equipment
	Cast iron	• Hard 'skin' • Soft core • Magnetic • Good compression strength	• Machine Parts • Vices • Break discs • Manhole covers

Bournemouth School

Year 9 Spr 2 'Have Your Say' Knowledge Organiser

Techniques used to present viewpoints	✓
Specific words (noun/Verb/adverb/adjective)	
Language devices (Simile/metaphor/etc)	
Persuasion - Aristotelian Triad (Logos, Pathos, Ethos)	
Lists	
Sentence types/Structure	

Language devices		
Technique	Definition	✓
Adverbial of time	Modify verbs to tell when something happens.	
Factual Content	Something that is known to have happened or to exist.	
Pattern of Three/Triple	A collection of three words, phrases, or sentences, e.g. Sleep is good for your health, intelligence and all-round well-being.	
Direct speech	Exact words spoken/written by speaker/writer.	
Opinion	View or judgement formed about something, not always based on fact or knowledge	
Exclamation	Indicate strong feelings and convey emotion, as well as to indicate shouting or high volume.	

Terminology #1		
Technique	Definition	✓
Anecdote	A short illustrating story based on real events.	
Hypophora	A rhetorical question which the author then answers.	
Hyperbole	Exaggeration for dramatic effect.	
Formal register	Formal language.	
Colloquialism	Slang or informal language.	

Aristotelian Triad		✓
Logos	Logic/Reason/Truth (Your argument)	
	Enhances Ethos; makes you look knowledgeable.	
Pathos	Emotions/Values (the hearer)	
	Humans are emotional creatures – this is a perfect way to sway somebody.	
Ethos	Credibility/Trust (Public persona)	
	Persuade your audience that you are one of them. You share the same interests.	

Terminology #2		
Technique	Definition	✓
Semantic field	A series of words that all relate to the same topic or theme i.e. branch, root, stem etc.	
Euphemism	Mild or indirect language used in place of terms considered too harsh or blunt i.e. passed-away rather than dead.	
Modal verb	Verbs used to express possibility or necessity i.e. will, should, might, must.	
Personal pronouns	Words used as substitute for the name of a person/people i.e. he, they. These can also be plural: they, us and possessive: my, our.	

Analyse Effects of writer's choices		✓
Step 1 WHAT	Identify the feature of language or the choice the writer has made. Make sure you include your quote.	
Step 2 HOW	How does that technique create an effect e.g. how does a metaphor create an effect and how does this specific metaphor create an effect?	
Step 3 WHY	Why does the author want this effect? Relate it to the question	

Question 5 Exam Structure				✓
Q5	40 (24 + 16 SPAG)	45 min	Write a non-fiction persuasive text: an article, letter or speech.	

Bournemouth School – Knowledge Organiser – Year 9

ENGLISH

Cooking – Food Science

- A broad range of ingredients, equipment, food skills and techniques, and cooking methods are used to achieve successful results.
- Recipes and cooking methods can be modified to help meet current healthy eating messages.

Food skills
There are a number of food skills which enable a variety of increasingly complex dishes to be prepared and made.
These can include:
- beating, combining, creaming, mixing, stirring and whisking;
- blitzing, pureeing and blending.
- kneading, folding, forming and shaping;
- knife skills;
- rubbing-in and rolling-out;
- use of the cooker: boiling/simmering/poaching, frying, grilling, roasting and baking.

Food skills are acquired, developed and secured over time.

Bridge hold

Claw grip

Heat exchange/transfer
Cooking requires heat energy to be transferred from the heat source, e.g. the cooker hob, to the food. This is called heat transfer or heat exchange. There are three ways that heat is transferred to the food. They are:
- **conduction** – direct contact with food on a surface, e.g. stir-frying; Boiling, Simmering, Blanching, Poaching, Baking Frying, Roasting.
- **convection** - currents of hot air or hot liquid transfer the heat energy to the food, e.g. baking; Casseroling, Braising, Blanching, Simmering, Boiling.
- **radiation** - energy in the form of rays, e.g. grilling, Barbecuing, Microwaving

Many methods of cooking use a combination of these. The amount of heat and cooking time will vary according to the type of food being cooked and the method being used.

Key terms
Conduction: The exchange of heat by direct contact with foods on a surface e.g. stir-frying or plate freezing.
Convection: The exchange of heat by the application of a gas or liquid current e.g. boiling potatoes or blast chilling.
Heat transfer: Transference of heat energy between objects.
Radiation: Radiation is energy in the form of rays, e.g. grilling.
Boiling

Poaching

Simmering

Blanching

Steaming

Safety
- Sharp knives: never walk around with a knife. Use the *bridge hold* and *claw grip* to cut safely.
- Grater: hold grater firmly on a chopping board. Grate food in one direction and leave a small amount at the end to prevent injury to knuckles.
- Hot liquid: drain hot liquid carefully over the sink using a colander.
- Saucepans: turn panhandles in from the edge, so they are not knocked.
- Hot equipment: always use oven gloves when placing food in and out of the oven.
- Spills: wipe up immediately.
- Electrical equipment: always follow instructions. Do not use close to water and ensure sharp blades are handled carefully.
- Keep work areas tidy and free from packaging, empty tins etc.
- Wash up all equipment properly and ensure hot water and washing up liquid is used.

Keep lids on bins and ensure surfaces are wiped down and sanitised.

Cooking methods
These are based on the cooking medium used:
- **moist/water based** methods of cooking, e.g. Boiling, Steaming, Stewing, Braising, Simmering

Boiling is the most common method of preparing food, heat is transferred through conduction and convection, used for rice, pasta, potatoes vegetables etc
- **dry methods of cooking**, e.g. grilling, baking roasting, toasting, BBQ; Used on cakes, biscuits, some vegetables- Potatoes, and pastry products.
- **fat-based methods of cooking** – Frying, Dry Frying, Stir Fry, Shallow and Deep Fat Frying.
- **Grilling**- A quick method of cooking fo thin pieces of food, bacon, fish etc using radiation.
- **Microwaving**- Radiation waves are passed through the foods causing molecules to vibrate and therefore heat up. There are different types of Microwave with Grills and a combination of the two.

Vegetable cuts

batons – 5-6.5cm long x 1 cm square

dice – 1cm square

julienne/match stick – 5-6.5cm long x 3 mm square

fine julienne – 5-6.5cm long x 1.5mm square

Cooking for health
Take into account healthy eating recommendations to ensure that dishes/meals are part of a varied, balanced diet.
- Planning - does the meal meet the nutritional needs and preferences of those it is being cooked for? Base your meals on starchy food.
- Choosing - choose low fat/sugar/salt versions, where possible.
- Preparing - limit the amount of fat added (try a spray oil) and replace salt with other flavourings, such as herbs and spices.
- Cooking - use cooking practices which reduce the amount of fat needed and minimise vitamin losses from fruit and vegetables.
- Serving - serve the meal in proportions which reflect current healthy eating advice.
- Do not forget to include a drink.

Why is food cooked?
Some foods can be eaten raw and form an important part of the diet. However, many foods need to be prepared and cooked before they are eaten to:
- make the food safe to eat by destroying pathogenic microorganisms and toxins;
- destroy microorganisms and enzymes that cause food to deteriorate and therefore increase the keeping quality of the food;
- make the food more digestible and easier to absorb.
- To have hot food on cold days.
- Make it more attractive and colourful
- Make it easier to digest
- Add variety to the diet
- Improve flavour
- Release nice aromas
- Makes food less bulky
- Change Textures
- Improve the keeping quality

French Foods- Chicken Cordon Bleu, Tarte Tatin, Onion Soup, Clafoutis, Croque Monsieur, Bouillabaisse, Coq-Au-Vin. Profiteroles, Choux Buns, Eclairs.

Factors that influence cooking methods-
Type of food being prepared
Facilities available- Specialist equipment i.e. a wok, steamer?
How much time we have
Needs of the individual
The skill of the cook, can they bake? Roast? Fry?
prepare meals from scratch or just use ready meals.
Consumer choice, diets? Religion? Costs? etc

Healthier cooking methods
- Grill or BBQ foods rather than fry to allow fat to drain away.
- Drain or skim fat from liquids, e.g. sauces, stews and casseroles.
- Dry fry using non-stick pans, so no need for oil.
- Oven bake rather than fry.
- Steam or microwave vegetables.

By not adding fats we reduce the calorific content of food, 1g of fat = 10 Kilocal

Advantages / Disadvantages of using a microwave?

à la télé/télévision	on tv	
des séries	series	
une comédie	a comedy	
une émission	a programme	
un peu de tout	a bit of everything	
des clips de musique	music clips	
La télé-réalité	reality tv	
des vidéos amusantes	funny videos	
sur YouTube	On YouTube	
une chaine	a channel	
une célébrité	a celebrity	
les informations/les infos	the news	
un personnage	a character	
un documentaire	a documentary	
une scéance	a screening	

Des dangers en-ligne	Dangers on-line	
les vols d'identité	identity theft	
des risques de sécurité	security risks	
le harcelement en ligne	cyber-bullying	
les fausses nouvelles	fake news	
la cyber-criminalité	cyber-crime	
Des mauvaises images	bad images	
à mon avis	in my opinion	
c'est affreux	it's awful	
c'est dangereux	it's dangerous	
c'est inquiétant	it's worrying	
Un commentaire	Comment/remark	
c'est mauvais pour la santé	it's bad for your health	
c'est indispensable	It's essential	
Malgré cela	Despite that	

un ordinateur	a computer	
des écouteurs	headphones	
les réseaux sociaux	social media	
un réseau	a network	
une appli	an app	
un écran	a screen	
un site-web	a web-site	
un portable	a phone	
une tablette	tablet	
un SMS/un texto	a text	

Un lien	A link	
Les médias	Media	
Un mot de passe	Password	
La technologie	Technology	
Les données	Data	
Une console de jeu	Games console	
Un influenceur	An influencer	
Un abonnement	A subscription	

Frequency phrases		
avant le collège	before school	
le matin	in the morning	
le soir	in the evening	
après les cours	after lessons	
quand j'ai du temps libre	when I have some free time	
d'habitude	usually	
souvent	often	
toujours	always	
le week-end	at the weekend	

La musique	music	
Célèbre	famous	
Un genre	genre/type/sort	
Un groupe	a group	
Le bruit	noise	
Un chanteur/euse	a singer	
Un concours	a competition	
Un don	a gift/talent	
Les paroles	the words/lyrics	
Le public	the audience	
Le son	the sound	
Une critique	a review	

Activities on line		
télécharger des chansons	to download songs	
parler avec un ami	to speak with a friend	
partager des photos	to share photos	
chercher	to look for	
acheter/faire des achats	to buy things	
jouer aux jeux vidéo	to play video games	
regarder des clips	to watch clips	
envoyer des messages	to send messages	
passer du temps	to spend time	
chanter/danser	To sing/danse	
écouter de la musique	to listen to music	

Envoyer - to send There is a small change from 'y' to 'i' in some forms		
j'envoie	I send	
tu envoies	you send	
il/elle/on envoie	he/she/we send	
nous envoyons	we send	
vous envoyez	you send	
ils/elles envoient	they send	

Tu as une vie active? – *Do you have an active life?*	
Je joue au basket/au foot/au rugby	I play basketball, football, rugby
dans l'équipe du collège	in the school team
dans un groupe de musique	in a music band
Je joue du piano/du violon/ de la guitare/ de la flûte	piano/violin/guitar/flute
Je ne pratique pas de sport	I don't practise sport
J'ai un cours de musique	I have a music lesson
J'écoute toutes sortes de musique	I listen to all sorts of music
Je mange quelque chose	I eat something
Je participe au club de lecture	I take part in the book club
je préfère lire/la lecture	I prefer reading
une comédie musicale	A musical comedy
les jeux vidéo/de guerre,	Video/war games
une pièce de théâtre	a play

Aller – to go	
Je vais	*I go*
Tu vas	*You go*
Il/elle/on va	*He/she/We go*
Nous allons	*We go*
Vous allez	*You go*
Ils/elles vont	*They go*

Past participles	
fait	*did*
joué	*played*
pris	*took*
acheté	*bought*
passé	*spent*
vu	*saw*
lu	*read*
bu	*drank*
mangé	*ate*
regardé	*watched*
c'était	*it was*
il y avait	*there was*

Faire - *to do/make*	
je fais	I do/I make
tu fais	You do/make
il/elle/on fait	He/she does we do/ make
nous faisons	We (pl) do/make
vous faites	You (pl) do/ make
ils/elles font	They do/make

Common essentials	
ensemble	*together*
aussi	*as well*
puisque	*as/since*
fort(e)	*strong*
pendant	*during*
quand	*when*
plusieurs	*several*
beaucoup de	*a lot of..*

Les activités avec *faire*	
Je fais du vélo	I go cycling
Je fais de la lecture	I read/do reading
Je fais de la cuisine	I do cooking
Je ne fais rien	I do nothing….
Je ne fais pas de…..	I don't do…
Je fais une promenade	I go for a walk
Je fais de la natation	I go swimming/swim
Je fais du sport	I do sport
Je fais de la cuisine/ de la danse	I cook/dance
ça fait du bien!	It does me good!

Frequency phrases	
souvent	often
parfois	sometimes
quelquefois	sometimes
tout le temps	all the time
tous les jours	every day
tous les soirs	every night
tous les week-ends	every weekend
de temps en temps	from time to time

General free time phrases	
Je vais…	*I go…*
au centre sportif/ au théâtre	*To the sports centre/theatre*
à la piscine/ à la plage	*To the pool/beach*
avec mon meilleur ami/ ma meilleure amie	*With my best friend (m/f)*
Avec mes copains/mes copines	*With my friends*
Je bois/je lis	*I drink/I read*
Je suis actif/active	*I am active*
Je suis sportif/sportive	*I am sporty*
Je suis membre de l'équipe de rugby	*I'm a member of the rugby team*

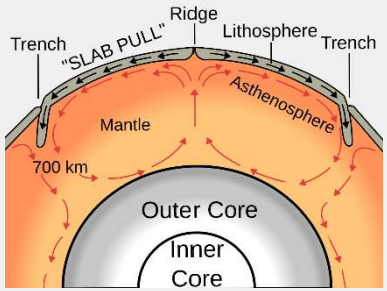
Hazardous Earth

1. The Earth's layered structure

- The Earth is divided into layers.
- The **lithosphere** is the uppermost layer and is split into **continental crust** (granite) and **oceanic crust** (basalt).
- Continental Crust:
  - Thicker (30-70 km)
  - Less dense, made mostly of granite
  - Older (up to 3.8 billion years old)
  - Forms landmasses, less prone to subduction
- Oceanic Crust:
  - Thinner (5-10 km)
  - Denser, made mostly of basalt
  - Younger (up to 200 million years old)
  - Forms ocean floors and is more likely to be subducted under continental crust
- The **mantle** can be divided into two layers. The thinner **asthenosphere**, a partly molten 'lubricating' layer under the lithosphere. The lower mantle which is solid.
- The **core** is also split into two layers. The outer core is liquid, whilst the inner core is solid because the pressure is so great. The composition of both is iron and nickel.

2. The Earth's physical properties

- The Earth is heated by **radioactive decay** in the core and mantle.
- **Convection currents** are caused by the **geothermal energy** and move tectonic plates.
- The rising heat creates **plumes** which bring magma to the surface.



3. Plate Boundaries

- Earthquakes and volcanoes are tectonic hazards. They occur at plate boundaries.
- **Conservative** – plates slide past each other – friction between the plates causes earthquakes (e.g. San Andreas Fault in California).
- **Divergent** – plates move apart, and magma rises to fill the gap – hot and runny magma made of **basalt** spreads to form **shield** volcanoes e.g. Iceland sits on the mid-Atlantic ridge. Earthquakes tend to be frequent but rarely life threatening. Smaller earthquakes tend to occur.
- **Convergent** – plates push together, and the denser oceanic plate is **subducted** – partial melting of the oceanic plate creates **andesitic** magma which is cooler and less fluid, so more explosive forming **composite** volcanoes e.g. the Andes mountains in Chile and Peru. Earthquakes can be violent as pressure builds from the subducting oceanic plate.

4. Earthquakes.

- The magnitude of an earthquake is measured on the **Richter Scale**. The scale is logarithmic – a 6.0 quake is 10 times more powerful than 5.0.
- The **epicentre** is directly above the focus, on the Earth's surface.
- Shallow Earthquakes occur near the surface (0-70 km depth) and are the most damaging, causing strong shaking, building collapses, and landslides. These earthquakes often have a high magnitude (e.g. 7.0+).
- Tsunamis are usually triggered by earthquakes and, as such, are a secondary hazard. A tsunami is a series of giant ocean waves that send surges of water, sometimes over 30m onto land.

5. Japan Earthquake: Developed country

- **Sendai (Japan)** was hit by a **tsunami** in 2011 following a **magnitude 9.0** earthquake 70km from the coast.
- Primary impacts: The magnitude 9.0 earthquake caused severe destruction, collapsing buildings and damaging infrastructure. 20,000 died
- Secondary impacts: A tsunami devastated coastal areas, flooding towns and damaging the Fukushima nuclear plant, which led to radiation concerns.
- Management:
- Short-term: Rapid deployment of shelter, medical supplies, and food. Japan's well-trained emergency services and infrastructure ensured a swift response.
- Long-term: Earthquake-resistant buildings and extensive evacuation plans contributed to rebuilding. Well-funded and trained emergency services were crucial for recovery.

6. Haiti Earthquake: Developing country

- **Port-au-Prince (Haiti)** was hit by a magnitude 7.0 earthquake in 2010.
- Primary: The magnitude 7.0 earthquake caused severe destruction in the capital, Port-au-Prince, with buildings collapsing, leaving thousands trapped.
- Secondary: Limited access to medical care and supplies worsened the situation, and weak infrastructure slowed recovery.
- Management:
- Short-term: Aid was slow to arrive, and there was a lack of adequate shelter and medical supplies.
- Long-term: Recovery efforts faced challenges due to limited funding and poor infrastructure. Trained emergency services were lacking, which hindered relief operations.

Sportarten - Sports		
Ich bin (sehr) sportlich	I am (very) sporty	
Ich bin ziemlich/nicht sehr sportlich	I am quite/not very sporty	
üben	to practise	
Was spielst du?	What do you play?	
Ich spiele ... für eine Mannschaft/einen Klub	I play……. for a team/a club	
Badminton/Basketball	badminton/ basketball	
Fußball/Handball	football/handball	
Eishockey	ice hockey	
Tennis/Tischtennis	tennis/table tennis	
das Mitglied	member	
an einem Wettbewerb teilnehmen	to take part in a competition	
der Trainer	coach	

Ich liebe Sport		
Ich treibe Sport	I do sport	
Ich mache Judo/ Karate/Leichtathletik	I do judo/ karate/athletics.	
Ich fahre Rad/Ski/ Snowboard	I ride a bike/I ski/ I snowboard	
Ich gehe laufen/ schwimmen/wandern	I go running/ swimming/hiking	
Ich reite/schwimme	I go horseriding/I swim	
Ich gehe ins Fitnesszentrum	I go to the gym	
Mein Lieblingssport ist	My favourite sport is	
im Sommer/im Winter	in summer/in winter	
das Schwimmbad	swimming pool	
das Freibad	outdoor pool	
das Hallenbad	indoor swimming pool	

Was machst du gern in deiner Freizeit? What do you like to do in your free time?		
Was machst du gern?	What do you like doing?	
Ich mache gern/ lieber/am liebsten ...	I like to/prefer to/most of all I like to do ...	
Freizeitaktivitäten	Free time activities	
Mein Lieblingshobby ist	My favourite hobby is	
Meine Lieblingsfreizeit-aktivität ist	My favourite freetime activity is	
Ich interessiere mich (sehr/nicht) für …..	I am (very/not) interested in	
Einkaufen	Shopping	
Fernsehen/Gaming	TV/gaming	
Lesen	Reading	
Radfahren/Sport	Cycling/sport	
Ich spiele am Computer	I play on the computer	
Ich gehe einkaufen/ schwimmen/wandern	I go shopping/ swimming/hiking	
ins Kino	to the cinema	
in die Stadt	to the town	
Ich besuche (Ausstellungen/ Freunde)	I visit (exhibitions/friends)	
Ich tanze/koche/singe	I dance/cook/sing	
Ich mache Fotos	I take photos	
Ich lese Bücher/ Romane	I read books/novels	
Ich male/zeichne Bilder	I paint/draw pictures	
Ich höre Musik	I listen to music	
Ich sehe fern/Filme	I watch TV/films	

Und wie oft? And how often?		
häufig	frequently	
immer	always	
jeden Abend	every evening	
jeden Nachmittag	every afternoon	
jede Woche/ wöchentlich	every week	
normalerweise	normally	

Und wie oft - Freizeit? And how often – free time?		
ab und zu	now and then	
jeden Tag/täglich	every day	
manchmal	sometimes	
(fast) nie	almost never	
oft	often	
selten	seldom	
am Wochenende	at the weekend	

fahren – to travel/go		
ich fahre	I travel/go	
du fährst	you travel/go	
er/sie/es fährt	he/she/it travels/go	
wir fahren	we travel/go	
ihr fahrt	you all travel/go	
Sie/sie fahren	you (formal) /they travel/go	

This is a strong verb – note the vowel change in the du and er/sie/es forms
This change also applies to tragen – to wear and laufen to run

Was machst du online? What do you do online?		
Welche Geräte benutzt du?	Which devices do you use?	
Ich benutze ein Tablet	I use a tablet	
einen Computer/ Laptop	a computer/ laptop	
eine Spielkonsole	a games console	
ein Handy/ Smartphone	a mobile/ smart phone	
Was machst du online?	What do you do online?	
Ich sehe mir Filme/Videos an	I watch films/videos	
Ich lade (Apps) herunter	I download Apps	
Ich lade (Fotos) hoch	I upload photos	
Ich nehme Musik auf	I record music	
Ich rufe (Freunde) an	I call friends	
Ich benutze soziale Medien	I use social media	
Ich chatte/plaudere	I chat	
Ich schreibe/lese/schicke Nachrichten	I write/read/send messages	
Ich folge berühmten Persönlichkeiten	I follow famous people	
Ich streame (gern) (Musik/Serien)	I (like to) stream music/series	
Was sind die Vorteile/ Nachteile von Technologie?	What are the advantages / disadvantages of technology?	
Man kann Computer-Viren bekommen	You can get computer viruses	
falsche Informationen oder Nachrichten lesen	read false information or news	
Filme und Musik herunterladen	download films and music	
Informationen schnell finden	find information quickly	
mit Freunden in Kontakt bleiben	keep in touch with friends	
Probleme mit Mobbing/ Cyberkriminalität erleben	have problems with bullying and cybercrime	

hören – to listen to		
ich höre	I listen to	
du hörst	you listen to	
er/sie/es hört	he/she/it listens to	
wir hören	we listen to	
ihr hört	you all listen to	
Sie/sie hören	you (formal)/ they listen to	

Hören means to listen to – Ich höre Rap. These are the regular present tense verb endings and apply also to spielen to play

Role Play Questions		
Was kostet .....?	How much is?	
Wo ist ……..?	Where is ?	
Wann beginnt ... bitte?	When does ... begin, please?	
Um wie viel Uhr ……..?	At what time?	
Gibt es ……?	Is/Are there?	
Können Sie bitte ... empfehlen?	Can you recommend?	

Picture description		
Im Bild/Im Foto	On the photo	
Ich/Man kann ... sehen	I can see/You can see	
Im Bild gibt es	In the picture there is/are	
Auf der linken/ rechten Seite	On the left/on the right side	
Im Hintergrund	In the background	
Im Vordergrund	In the foreground	
Sie spielen, essen, tragen	They are playing, eating, wearing	

USE PRESENT TENSE TO SAY WHAT PEOPLE ARE DOING – "NO IS-ING" "AM-ING" OR "ARE-ING"

Was hörst du gern? What do you like to listen to?		
Ich höre (nicht) gern …….	I (don't) like listening to ..	
Ich höre lieber/nie ……	I prefer/never listen to …….	
Ich höre am liebsten	Most of all I like listening to …….	
Tanzmusik	dance music	
Popmusik	pop music	
Rock(musik)	rock music	
klassische Musik	classical music	
elektronische Musik	electronic music	
die Musik von	the music of	

Warum? Why?		
Er/sie/es ist/war	It is/was …….	
besonders/extrem	particularly/extremely	
ganz/ziemlich	quite/rather	
wirklich/sehr	really/very	
nicht/zu	not/too	
melodisch	tuneful	
beliebt	popular	
laut/leise	loud/quiet	
modern/modisch	modern/fashionable	
klassisch	classical	
kulturell	cultural	
langsam/schnell	slow/fast	
berühmt	famous	
spannend	exciting	
interessant/ langweilig	interesting/boring	
komisch	funny, strange	

Logo redesign project

Graphic design isn't solely about making things look good (although of course this is integral), it's about effective communication, conveying information, creating a visual identity, appealing to a target market, and much more. It has an essential role to play in every aspect of a business.

The ability of good graphic design to effectively communicate information and to persuade people to take action is one of its best traits. With a well designed flyer, advert or web landing page, you can turn prospective clients into paying clients. A skilled designer will know exactly how to create a call-to-action type design, and this will automatically lead to a bigger client base and a healthier bottom line.

Types of Brand logos - RCWC	Tick
A **logomark**, also known as a logo symbol or brandmark, consists of a graphic element or symbol representing a brand or company. A logomark focuses solely on the visual representation without incorporating any accompanying typography.	
Lettermark logos, also known as monogram logos or letter logos, consist of initials, abbreviations, or acronyms of a brand or company name. Instead of using the full name of the organisation, these logos focus on creating a visual representation using one or more letters.	
A **wordmark** logo consists of a stylised or custom-designed typography-based representation of a brand or company name. It focuses on the visual arrangement and design of the text itself, rather than incorporating additional graphic elements or symbols.	
A **wordmark or script logo** consists of the company or brand name represented in a unique, stylised, and often artistic manner. Instead of relying on symbols, icons, or graphic elements, it focuses solely on typography and the visual presentation of the text.	
A **combination mark** logo combines both text and a visual symbol or icon. It typically incorporates a unique visual element alongside the brand name or company name.	
Emblem logos combine text and imagery into a single integrated unit. They are characterised by their compact, symmetrical shapes and often have a traditional or vintage aesthetic. They typically feature a detailed, illustrated graphic or symbol enclosed within a border or frame, with the company or brand name placed below or around the graphic.	

Remember:

- A well-designed logo is timeless, memorable, and represents the essence of the brand.
- Using a limited palette means that you're only using a few select colours in your piece. It's not an entire gamut of the rainbow, but just two or three colours that you stick to for the entire illustration

History Department: Knowledge Organiser: Year 9 Spring Term 2: Life in Nazi Germany 1933-9

1. Attitude & Policies Towards Women		
Method	**Description**	✓
Social Pressure	Women encouraged to dress plainly, avoid make up, not work, to remain at home	
Attempts to raise birth rate	Propaganda, marriage loans, medals for mothers of large families, Lebensborn programme, divorce made easier, family allowances increased	
Work	3 Ks, women removed from professional jobs from 1936, but this policy failed due to economy needing more workers pre-WW2	
Repression	Concentration Camps: Moringen opened in 1933 and Ravensbruck opened in 1939	

2. Policies towards the Youth of Germany		
Method	**Description**	✓
School changes	Napola schools set up ages 10-18, Adolf Hitler Schools 12-18, Ordensburgen from age 20	
Curriculum Changes	Textbooks rewritten, Mein Kampf used as a school text, teachers joined Nazi Teachers League and NSDAP, Racial Studies, 15% of curriculum for PE, girls taught domestic skills	
Youth Groups	Hitler Youth (boys) and League of German Maidens (girls) for ages 14-18. Military drill, camping, singing, marching for boys. Domestic skills for girls. Other groups for younger and older boys and girls.	

3. Economic Policies – Reducing unemployment		
Method	**Description**	✓
Reich Labour Service	From 1935, compulsory labour for all men 18-25, low pay	
Job Creation	By 1938 37.1bn Marks spent on public works – Autobahns, engineering projects, public buildings. 7,000kms of autobahns built	
Rearmament	Conscription introduced 1935 – 1.4m in the army by 1939. Government contracts given to iron, coal, steel companies.	
Invisible unemployment	Jews dismissed, under 25s pushed into labour schemes, women dismissed, opponents were in camps so their numbers didn't count.	

4. Improvements to the lives of workers		
Method	**Description**	✓
KdF (set up by the DAF)	Subsidised leisure and cultural activities for workers: holidays, museums, cinema trips	
Beauty of Labour (Dept of the KdF)	Improvements made to working conditions: ventilation, canteens, improved sports facilities.	
Wages	Average weekly wage rose from 86 Marks p/w in 1932 to 109 Marks p/w by 1938	
Unemployment Reduced	Conscription and Public Works schemes provided thousands of new jobs from 1933.	

5. Workers lives get worse	✓
* **Trade Unions closed** in 1933 – no one to represent the workers. * **Volkswagen Swindle** 1938 – Workers encouraged to save for a VW car from the government but none were delivered * **Cost of living increased** – Inflation reduced real wages. All basic groceries cost more in 1939 than in 1933. Food items in short supply to keep prices high for farmers * **Working Hours increased**: 42.9 hours p/w by 1933 to 47 hours p/w by 1939	

6. Persecution of minorities	✓
Nazis believed Aryans would be a *Volksgemeinschaft* (peoples community) and a pure race: a '*Herrenvolk*' achieved by elimination: **1933 –** Sterilisation Law – 350,000 compulsorily sterilised **1935 –** Marriage between gypsies and Germans forbidden **1938 –** Gypsies, Vagrants, Homosexuals taken to concentration camps **1939 –** Euthanasia Campaign – 6000 babies murdered for having disabilities	

7. Persecution of the Jews	✓
1933 – Boycott of Jewish Shops **1935 –** Nuremberg Laws – Citizenship removed for Jews, marriage between Jews and non-Jews made illegal4 1936 – Jews forbidden from professional jobs **1938 –** Jewish children expelled from schools **1938 –** Kristallnacht – Pogrom against the Jews – 100 killed, 20,000 temporarily sent to camps, 20,000 businesses destroyed. Jews fined for the damage, 250,000 Jews left Germany.	

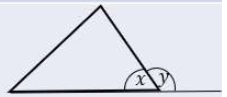
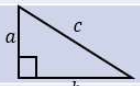
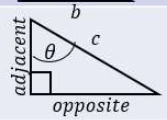
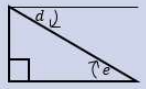
Bournemouth School: History Department: Knowledge Organiser: Year 9: Spring 2: Paper 3 Revision

The Weimar Republic, 1918-1929		Hitler's rise to power 1919-1933		Nazi Control and Dictatorship 1933-1939		Life in Nazi Germany 1933-1939	
9th November 1918: Kaiser Wilhelm abdicates January 1919: Spartacist uprising 28th June 1919:Treaty of Versailles is signed August 1919: Weimar Constitution set up 1920: March: Kapp Putsch 1923: Jan: French occupation of the Ruhr 1923: January – November: Hyperinflation 1923: Rentenmark introduced 1924: Dawes Plan 1925: Locarno Pact 1926: Germany becomes a member of the League of Nations 1929: Young Plan		1919: Hitler joins the German Workers' Party 1920: NSDAP set up 1921: The SA is formed 1923: 8th November: Munich Putsch 1925: Mein Kampf is published 1926: Bamberg Conference 1928: Nazis win 12 seats in the Reichstag 1929: Stresemann dies 1929: 29th October: Wall Street Crash 1932: Nazis win 107 seats in the Reichstag 1932: July: the Nazis win 230 seats in the Reichstag and von Papen becomes Chancellor 1932: November: the Nazis win 196 seats in the Reichstag and von Schleicher becomes Chancellor 1933:Hitler becomes Chancellor		1933: 30th January, Hitler becomes Chancellor, invited by Hindenburg 1933: 27th February, the Reichstag building was set on fire 1933: 24th March: Enabling Act 1933: Dachau set up (first concentration camp) 1933: 2nd May, trade unions were banned 1933: 14th July: Law Against the Formation of Parties was passed 1934: 30th June: Night of the Long Knives 1934: August, President Hindenburg died 1934: August, Hitler combined both the posts of Chancellor and President and took the title of Fuhrer 1934: August: the German army swore allegiance to Hitler 1938: 16 army generals were removed from their positions		1933: Boycott of Jewish shops and businesses 1933: Law for the Encouragement of Marriage 1933: July: Sterilisation Law 1933: October: opening of Moringen (first concentration camp for women) 1933: Napola schools set up 1935: 15th Sept: Nuremberg Laws passed (the Reich Citizenship Law and the Law for the Protection of German Blood and Honour) 1935: Conscription introduced 1936: Membership of the Hitler Youth made compulsory 1938: Jewish children were not allowed to attend German schools 1938: 'Lebensborn' programme 1938: 9th November: Kristallnacht: 1939: Euthanasia campaign began 1939 Designated Jewish ghettos established	

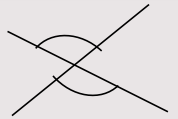
Paper 3 Exam Question Technique: (52 marks; 1 hour 30 mins)

Question 1: 'Give two things you can infer from source A about…' *(4 marks)* (infer, support from source: repeat)
Question 2: 'Explain why…' *(12 marks)* 3 x PEEL paragraphs. You will have a choice from 2 questions
Question 3 a): 'How useful are sources B and C for an enquiry into...' *(8 marks) (what sources suggest: evaluate NOP and include own knowledge*
Question 3 b): 'Study interpretations 1 and 2... They give different views… What is the main difference between their views?' *(4 marks)*
Question 3 c): 'Suggest one reason why interpretations 1 and 2 give different views on. 'You may use sources B & C to help explain your answer.'*(4 marks)*
Question 3 d): 'How far do you agree with interpretation 2 about…?' *(16 marks + 4 SPaG marks) (always lead out with Interpretation 2 and your own knowledge; then challenge this view by using Interpretation 1 and your own knowledge)*

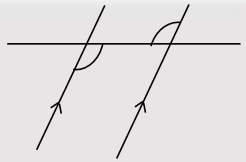
Keyword	Definition	Extra information
Gradient	The steepness of a line, giving the change in y for every 1 increase in x	$m = \frac{\Delta y}{\Delta x}$
y - intercept	Where a graph crosses over the y-axis	Found by making $x = 0$
Root	Where a graph crosses over the x axis	Found by making $y = 0$
Parallel lines	Lines with the same gradient	$m_1 = m_2$
Perpendicular lines	Lines at right-angles to each other	$m_1 = -\frac{1}{m_2}$
Linear Graph	A straight line graph.	Has the general form $y = mx + c$ or $ax + by = c$
Distance-time graph	Shows distance from the starting point on the y-axis. The gradient at given time gives the speed	
Velocity-time graph	Shows velocity on the y-axis. The gradient at a given time gives the acceleration. The area under the graph gives the distance travelled	
Line Segment	A line with a start and end point.	Midpoint of a line segment: $\left(\frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2}\right)$
Average speed	$Average\ Speed = \frac{Total\ Distance}{Total\ Time}$	It may require several calculations to find the total distance.
Rate of change	How something changes over time.	Can be found from the gradient of a tangent to a graph
Axis break	Axes do not have to start at zero. A discontinuity symbol can be used.	
Quadratic graph	A parabolic curve, with 1 turning point which is either a maximum or minimum.	Has the general form $y = ax^2 + bx + c$
Quadratic equation	An equation with a quadratic term. Can be solved graphically by finding intersections.	Will have 0, 1 or 2 solutions
Cubic graph	A curve with 0 (an inflection) or 2 (a minimum and a maximum) turning points	Has the general form $y = ax^3 + bx^2 + cx + d$
Cubic equation	An equation with a cubic term. Can be solved graphically by finding intersections.	Will have 1, 2 or 3 solutions
Reciprocal graph	A graph with horizontal and vertical asymptotes	Has the general form $y = \frac{k}{x}$
Circle graph	A circle centred on the origin with a radius r	Has the general form $x^2 + y^2 = r^2$

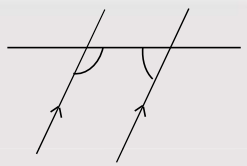
Keyword	Definition	Example(s)
Vertex	The point where two lines meet	
Interior angle Exterior angle	When one side of a polygon is extended at a vertex • the angle inside the polygon is called the interior angle • the angle outside the polygon between the side and the extended side is called the exterior angle.	
Tesselate	Shapes fit together exactly like tiles with no gaps between them. The angles where the shapes meet must sum to 180°	
Sum of interior angles	$S_n = (n-2) \times 180°$	
Sum of exterior angles	The sum of the exterior angles of a polygon is always 360°	
Regular polygon	A polygon where all sides are the same length, and all interior angles are the same.	
Hypotenuse	In a right-angled triangle, this is the longest side and is opposite the right angle.	
Pythagoras' theorem	The square of the hypotenuse is equal to the sum of the squares of the other two sides	
Opposite side	In a right-angled triangle, the side opposite the angle labelled θ is called the opposite	
Adjacent side	In a right-angled triangle, the side next to the angle labelled θ is called the adjacent.	
Sine ratio	The sine of angle θ is the ratio of the opposite side to the hypotenuse	$\sin\theta = \frac{opp}{hyp}$
Cosine ratio	The cosine of angle θ is the ratio of the adjacent side to the hypotenuse	$\cos\theta = \frac{adj}{hyp}$
Tangent ratio	The tangent of angle θ is the ratio of the opposite side to the adjacent side	$\tan\theta = \frac{opp}{adj}$
Angle of depression	The angle of depression (d) is the angle measured downwards from the horizontal	
Angle of elevation	The angle of elevation (e) is the angle measured upwards from the horizontal.	

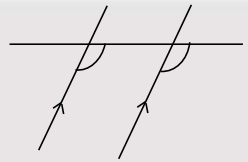
	0°	30°	45°	60°	90°
sin	0	$\frac{1}{2}$	$\frac{\sqrt{2}}{2}$	$\frac{\sqrt{3}}{2}$	1
cos	1	$\frac{\sqrt{3}}{2}$	$\frac{\sqrt{2}}{2}$	$\frac{1}{2}$	0
tan	0	$\frac{\sqrt{3}}{3}$	1	$\sqrt{3}$	


Vertically opposite angles are equal

Formula for finding the equation of a line that passes through *(x1,y1)* with gradient *m*:
y-y1=m(x-x1)


Alternate angles are equal


Co-interior angles sum to 180°


Corresponding angles are equal

Bournemouth School music department

Year 9
Unit **Instrumental Music Wider Listening**

Context

Baroque the dominant style of Western classical music composed from about 1600 to 1750.

Classical era the musical period from ~1750-1820.

Concerto grosso a concerto for more than one soloist

Dance suite A Baroque collection of movements in dance rhythms.

Romantic era the period of musical history from ~1810-1900

Romanticism the artistic and intellectual movement behind the Romantic era. Romanticism is characterised by an emphasis on an individual's expression of emotion and their freedom of imagination, as well as a love of the natural world. Another common theme was individual rebellion against established social rules and conventions, which led to the rise of the virtuoso heroic soloist in Romantic concertos.

Solo concerto A concerto for a single instrument accompanied by orchestra

Trio sonata A Baroque piece for two melody instruments and continuo

Dynamics

Crescendo gradually getting louder.

Diminuendo gradually getting quieter.

Fortissimo very loud

Sforzando (*sf* or *sfz*) an accent showing that a note or chord should be played with greater force than those surrounding it.

Terraced Dynamics When the dynamics are either forte or piano, with no gradual changes. Common in Baroque music.

Rhythm

Compound time signature when the beat subdivides into 3 rather than 2

Rit./ritardando slowing down.

Tempo rubato (usually just **rubato**) Literally 'robbed time'. The tempo is sped up and slowed down for expressive effect.

Triplets Three notes in the space of two

Texture

Alberti bass a figuration common in the Classical period, using broken chords as an accompaniment.

Antiphonal Music performed alternately by two groups which are often physically separated.

Basso continuo literally continuous bass line. Accompaniment played by a melodic bass instrument, often a cello, and a chordal instrument such as harpsichord, lute or organ.

Contrapuntal When two melodies are played at the same time and interweave—almost the same as polyphonic

Dialoguing Instruments in dialogue—playing one after the other, swapping ideas

Homophonic a texture comprising a melody with accompaniment.

Monophonic A musical texture with a single line

Passagework a constantly moving passage, often in patterns of quick notes and including sequences and scales

Polyphonic More than one melody at once, or entering at different times so that they overlap

Stretto entries of the subject closer together than before in a fugal recapitulation

Tutti All parts plying at the same time

Structure

Bridge passage another term for transition
Coda a section sometimes added at the end of a piece or movement.
Codetta a short coda at the end of a section within a piece or movement.
Development second section in sonata form in which the themes of the exposition are developed and a variety of keys are explored

This QR code will take you to a Spotify playlist with audio examples of many of the concepts covered on this sheet and in lessons. You will find it helpful to listen to these as you learn.

Bournemouth School music department

Year 9
Unit **Instrumental Music Wider Listening**

Exposition first section in sonata form – contains first subject in tonic and second subject in a different but related key – dominant or relative major
First subject the first theme or melody in Sonata form.
Fugal exposition The initial statements of subject and answer in a fugue

Fugue Contrapuntal piece with exposition, development and recapitulation

Recapitulation final section of a sonata form which repeats the material of the exposition, but this time all in the tonic key.
Second subject the second theme or melody in sonata form.
Sonata form a large-scale form developed in the Classical era comprising exposition, development and recapitulation.
Ternary form Simple ABA structure
Transition a linking passage often used to modulate (change the key of the music) in preparation for the second subject in Sonata form.

Melody
Appoggiatura an ornament sometimes referred to as a 'leaning in' note. The appoggiatura leans on the main note, usually taking half its value and starting a step higher.
Answer In a fugue, the subject repeated in response to its original appearance, usually a fourth or fifth lower or higher than the preceding subject. If it is an exact transposition of the subject it is a real answer; if not it is a tonal answer.

Articulation the way in which a note or sequence of notes is played—for example staccato, legato, accented etc.

Diatonic notes that belong to the key of the piece.

Chromatic from the Greek word for colour. In harmony, notes and chords that are not diatonic (part of the key of the music). In melody, ascending or descending in semitones.

Conjunct Movement by step

Countersubject the melody played after the subject or answer

Diatonic notes that belong to the key of the piece.

Legato played smoothly

Lyrical songlike, flowing

Mordent an ornament that goes quickly from the main note to the note above (upper mordent) or below (lower or inverted mordent) and back again.

Motif A short melodic phrase of just a few notes

Ornament notes that decorate a melody

Sequence repetition of a musical idea at a higher or lower pitch

Subject the main theme of a fugue

Variant A phrase whose shape resembles the original.

Staccato played in a detached manner

Instrumentation

Concertino the group of soloists in a concerto grosso

Range The distance from the lowest to the highest notes an instrument can play

Ripieno the larger group in a concerto grosso

Tonality

Passing modulation modulations where the new key on lasts a few bars (or less) before modulating to another key.

Relative minor The minor key based on the sixth note of the major scale

Harmony

Cadential relating to a progression of chords forming a cadence.
Circle of fifths A series of chords or keys in which the root or tonic is a fifth lower (or a fourth higher) than the previous one.
Consonant intervals or chords that sound pleasant;
Diminished seventh a four-note chord (tetrad) made up entirely of minor thirds.
Dissonant intervals or chords that clash—seconds, sevenths and the tritone
Dominant preparation a passage using the dominant chord to create expectation of a return to the tonic.
Dominant seventh chord V with added minor seventh.
Figured bass The numbers a chord instrument player in the basso continuo would read.
Harmonic rhythm the rate at which chords change.
Harmonic sequence When a chord sequence is immediately repeated at a higher or lower pitch
Imperfect cadence a cadence ending on chord V. Sounds incomplete.
Interrupted cadence a cadence with chord V followed by chord vi—interrupts an expected perfect cadence.
Inversion chords with a note other than the root in the bass.
Pedal a sustained or repeated note in the bass, while the harmony changes.
Perfect cadence Chord V followed by chord I at the end of a phrase.
Suspension Prolonging a note to create dissonance with the next chord

Keyword	Learn	✓
Homeless	The state of not having safe, secure and (semi)permanent accommodation.	
Conflict	An active disagreement between people with opposing opinions or principles	
Commitment	A willingness to give your time and energy to something or someone that you believe in	
Marriage	A social and legal bond between two people that gives them rights and duties as spouses and parents	
Civil Partnership	A legal bond entered into by two people, it has the same responsibilities as marriage but the difference is that it is entered into by signing a document while marriage is confirmed by vows.	
Divorce	An official or legal process to end a marriage.	
Dissolution	An official or legal process to end a civil partnership. In many respects it is the same as a divorce.	

Useful websites:
https://www.depaul.org.uk/nightstop/

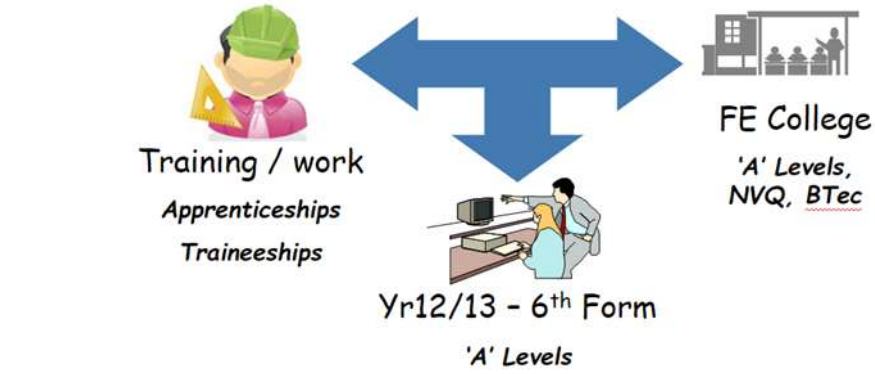
https://www.childline.org.uk/ 0800 1111

Useful Careers Websites

The **Unifrog** platform is designed to support learners in making the most informed decisions about their futures and has a range of tools that are suitable for all year groups. Each student has their own personal account that provides a wide range of information related to their interests and aspirations.
www.unifrog.org

Information on apprenticeships, including a range of different schemes:
https://amazingapprenticeships.com/
www.gov.uk/apply-apprenticeship

General careers information:
https://careerpilot.org.uk/
www.nationalcareers.service.gov.uk
www.prospects.ac.uk/job-profiles



3.1.1.3 Anaerobic and Aerobic Exercise – KO 1 of 1

Aerobic Exercise

Aerobic respiration
With the presence of oxygen.

Word equation
oxygen + glucose = energy + carbon dioxide + water

Application to sport
Continuous exercise for more than one minute.
Completed at **moderate** intensity.


Road cycling


Cross-country skiing

Marathon

Anaerobic Exercise

Anaerobic respiration
Without the presence of oxygen.

Word equation
glucose = energy + lactic acid

Application to sport
Short duration
Completed at **high** intensity


Shot putt


50m freestyle


Vault in gymnastics

Excess Post-Exercise Oxygen Consumption (EPOC)

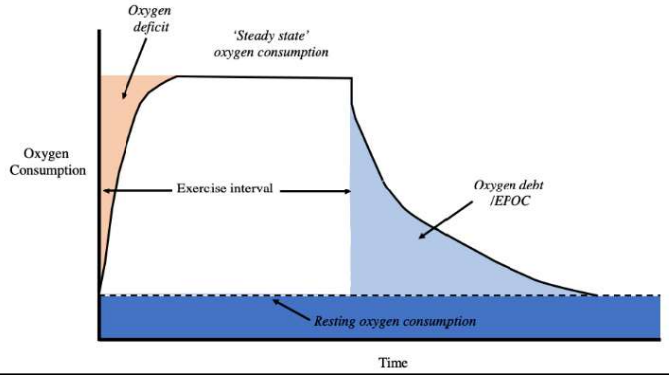
Definition
The amount of oxygen needed to recover after anaerobic exercise.

Lactic acid is produced when the body cannot supply the muscles with enough oxygen.

It is a **waste product** that causes muscles to **fatigue** and causing the performer to **reduce intensity** or stop. Your muscles need oxygen to convert the lactic acid into glucose, carbon dioxide and water. This happens after you have finished exercising.

To enable this to happen, you must maintain an increased breathing rate and depth of breathing post exercise.

By completing an active recovery your heart rate (HR) stays higher. This allows more O2 to be delivered to the muscles, thus clearing away more lactic acid in a shorter amount of time.



The Recovery Process

Method	Explanation
Cool down	Maintain elevated breathing rate/heart rate for blood flow and stretching will support the removal of lactic acid
Massage	Increased blood flow to muscles. Prevents the Delayed Onset of Muscle soreness (DOMS).
Ice bath	Causes blood vessels to constrict forcing blood away from the muscles. Following the bath, the blood vessels dilate and oxygenated blood flows to the muscles. Prevents DOMS.
Diet	Drinking water to replace the fluids lost during exercise – rehydrate. Increased protein intake to repair muscles. Eat carbohydrates to replenish glycogen stores.

Topic 5a - Forces

Keyword	Learn	✓
Scalar	A quantity with size (magnitude) only.	
Vector	A quantity with both size and direction. A vector quantity may be represented by an arrow. The length of the arrow represents the magnitude, and the direction of the arrow the direction of the vector quantity.	
Velocity	Speed in a given direction. Velocity is a vector.	
Displacement	Distance travelled in a given direction. Displacement is a vector.	
Force	A push or pull. Measured in newtons, N. Force is a vector.	
Contact force	Force exerted between two objects when they touch. E.g. friction, air resistance, tension and normal contact force.	
Non-contact force	Force exerted on objects when they are physically separated. E.g. gravity, electrostatic and magnetic forces.	
Centre of mass	The point at which the weight of the object can be taken to act. In diagrams, arrows representing the weight should start from this point.	
Resultant force	A single force that can replace multiple forces acting on an object.	
Free body diagram	Used to show the magnitude and direction of all the forces acting on the object.	
Work	When a force of 1 N pushes an object 1 m, in the direction of the applied force, then 1 J of work is done	
Elastic deformation	When an object is stretched, it returns to its original length after the forces are removed.	
Inelastic deformation	When an object is stretched, it does not return to its original length after the forces are removed.	
Extension	The difference between the stretched and unstretched lengths of a spring.	
Elastic potential energy	The energy stored in a stretched (or compressed) spring.	
Moment	The turning effect of a force. Measured in newton metres, Nm.	
Principle of moments	When a system is balanced the sum of the anti-clockwise moments equal the sum of the clockwise moments.	
Fluid	A liquid or a gas. It flows and can take the shape of the container.	

Quantity	Unit	Symbol
force	newton	N
mass	kilograms	kg
gravitational field strength	newtons per kilogram	N / kg
work	joule	J
extension	metre	m
spring constant	newtons per metre	N / m
elastic potential energy	joule	J
moment	newton metres	Nm
pressure	newtons per metre squared	N/m^2
density	kilograms per metre cubed	kg/m^3

Pressure in fluids. Learn these two statements.

The pressure in fluids causes a force normal (at right angles) to any surface.

A partially (or totally) submerged object experiences a greater pressure on the bottom surface than on the top surface. This creates a resultant force upwards. This force is called the upthrust.

Equations

Weight = mass x gravitational field strength $W = m \times g$

Work done = force x distance in the direction of the force $W = F \times s$

Force = spring constant x extension $F = k \times e$

$$\text{Elastic potential energy} = \frac{1}{2} \times \text{spring constant} \times (\text{extension})^2 \qquad E_e = \frac{1}{2} \times k \times e^2$$

Moment = Force x perpendicular distance $M = F \times d$

$$\text{Pressure} = \frac{\text{Force normal to the surface}}{\text{area of the surface}} \qquad P = \frac{F}{A}$$

Pressure = height x density of the liquid x gravitational field strength $P = h \times \rho \times g$

- Synagogue: Jewish place of worship.
- Minyan: a group of 10 adults required for a Jewish religious service.
- Menorah: a candlestick holding 7 or 9 candles
- Star of David: symbol of Judaism, the shape of King David's shield.
- Aron Hakodesh/Ark: The holiest part of the synagogue which contains the Torah scrolls.
- Ner Tamid: eternal light/ a light that is kept burning above the ark.
- Bimah: A raised platform from where the Torah is read.

Orthodox

The person leading the service will face the ark.
The service is held in Hebrew
Men and women sit separately to worship
Orthodox Rabbis are male.
Covering your head for worship is a sign of respect to G-d. Men are likely to cover their head using a skull cap called a kippah.
Women will cover their heads if they are married, often with a hat or scarf.

Reform

Worship is more likely to take place on Shabbat and festivals, not every day and the person leading the service will face the congregation.
Men and women sit together to worship. The person leading the service will face the congregation.
Women can be Rabbis.
Most men will wear head coverings, some women may also chose to wear a kippah or a hat.

Amidah: Central prayer of Jewish worship—the "standing prayer."

Shabbat: the Jewish holy day of the week; starting shortly before sunset until night time of Saturday.

Shabbat at the synagogue

- The congregation stands when the Ark is opened: a reminder of how the Jews stood at the bottom of Mount Sinai when Moses returned with the 10 commandments
- Torah passes through the synagogue, many Jews touch it with their Siddur or the tzizit on their tallit and then touch their lips. In Ezekiel Jews are told G-d's words should be on their lips and sweet like honey.

Shabbat at home

- Everything is prepared before Shabbat begins. Many types of work are not allowed on Shabbat, so it needs to be done prior to sunset.
- Two candles are placed on the table. They represent the commandments to "remember" and "observe" Shabbat.
- Two loaves of challah bread. These represent the food provided for Jews whilst the wandered in the wilderness
- Wine of grape juice. Drinking Shabbat wine symbolises joy and celebration.

Worshipping at home:

Mezuzah: A mezuzah is a small box that contains scripture and is nailed to the doorframe of a Jewish house. A Jew will touch the mezuzah as a reminder to follow G-d's commandments.

Prayer: Jews are required to pray 3 times a day. For many Jews, it would not be possible to go to the synagogue every time. Many women only attend synagogue on Shabbat, so it is important they are able to worship at home. And G-d is omnipresent—everywhere!

Study of scripture: **Tenakh** - The Written Law, Jewish sacred scriptures, a collection of 24 books, including the Torah. **Talmud** - The Oral Law, a commentary on the Torah by early Rabbis on how to interpret laws for everyday life.

How is a baby welcomed into Judaism?

Brit Milah: Ceremony of male circumcision; removal of the foreskin for religious reasons. The formal naming of the baby boy will take place here.

Mohel: A trained circumciser.

Sandek: "Companion of the child."

Brit Bat: Daughter's covenant. They might light candles or wash the baby's feet, name the baby. They might also name the baby at a Shabbat Torah service at the synagogue.

Redemption of the firstborn son: Some Orthodox Jews give a small amount of money 31 days after he is born to redeem him.

How do Jews celebrate coming of Age?

- Bar Mitzvah: Ritual for boys at age 13. Son of the Commandment.
- Bat Mitzvah: Ritual for girls at age 12. Daughter of the Commandment

Bar Mitzvah

- It will take place of the first Shabbat after his 13th, he will read the Torah in the normal synagogue service.
- His father gives thanks to G-d for bringing his son to maturity and declares he is responsible for his own actions.
- He will have lessons at the synagogue to prepare, especially in helping him understand Hebrew.
- He will wear a tallit for the first time.
- Sweets are thrown to represent blessings.
- There is a celebratory meal in honour of the Bar Mitzvah boy.

Bat Mitzvah

- In Reform Judaism a Bat Mitzvah is very similar to a Bar Mitzvah. A girl will read from the Torah or may recite the Eishet Chayil in Hebrew. They will also attend a synagogue in order to prepare.
- In Orthadox Judaism women don't take a lead role in synagogue services, so instead they may have a family meal with small religious gifts.

How do Jews celebrate a marriage and why?

Betrothal/Kiddushin: The period of time before the wedding/engagement.

Ketubah: Jewish marriage contract. It is a contract of the husband's duties to the wife.

Chuppah: Jewish wedding canopy. Symbolizes the home the couple will make together.

The bride circles the groom 7 times: Symbolizes the bride and groom making space for each other every day.
The groom breaks a glass under his heel: Shows regret for the destruction of the temple.
Mazel Tov: Hebrew phrase meaning "Good Luck"/"Congratulations."
Wedding reception - lots of music and dancing. The wedding dance is called the Hora.

How do Jews mourn the dead?

When a death is announced, Jews will make a small tear in their clothes to follow the example of Jacob and as a sign of grief and sorrow.

Burial takes place as soon as possible. A simple coffin is used to show equality in death.

Shiva is an intense period of mourning that lasts for 7 days after the burial.

The same prayer is recited throughout the 12-month mourning period - The Kaddish. It praises G-d and asks for peace.

Mourners leave pebbles at the grave to represent the permanence of memory.

The dietary laws of Judaism
Dietary laws/Kashrut: rules that deal with foods permitted to be eaten, food preparation & food combinations. Most strictly followed by Orthodox Jews.
Kosher: permitted food, food that meets the requirements of Jewish law.
This will include certain meat, which has been slaughtered in a specific way. E.g. Beef and chicken.
Trefah: foods which are forbidden, means "torn".
Certain meats are forbidden. E.g. Pork, shrimp and shellfish.
Meat and milk **cannot** be mixed. Some Jews will have two lots of utensils, etc.
"You shall not boil a kid in its mother's milk"

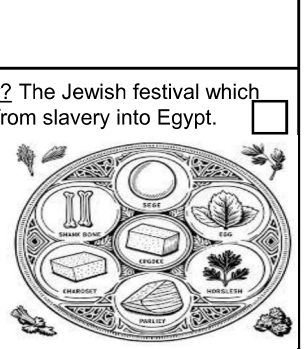
How do Jews celebrate Rosh Hashanah and Yom Kippur?

Rosh Hashanah: The Jewish New Year
Special prayers of forgiveness are said in the month leading up to Rosh Hashanah, as well as acts of charity. *To atone/make up for any wrong doing in order to be judged well by G-d.*
The shofar is blown daily in the synagogue in the month before Rosh Hashanah. *Wakes Jews up (spiritually) and calls them to repent.*
Sweet food such as apples and honey are eaten. *Desire for a sweet new year.*

Yom Kippur: the Day of Atonement
10 days after Rosh Hashanah. No work is to be done. *It is the Sabbath of the Sabbaths.*
Jews fast for 25 hours. *On this day Jews are expected to practise "self denial".*
Jews wear white. *A sign of purity.*

How do Jews celebrate Pesach/Passover? The Jewish festival which remembers the Jewish Exodus (escape) from slavery into Egypt.

Shank bone- sacrifice of lamb for blood on door posts. Bitter herbs- bitterness and hardness of slaves. Charoset- paste that symbolizes the paste used to create the monuments in slavery. Egg- Offering used in the Temple. Parsley- back breaking work of slaves.



Bournemouth School – Knowledge Organiser – Year 9

P.R.E.

Mi vida digital		
Escucho música	I listen to music	
Mando mensajes	I send messages	
Leo las noticias	I read the news	
Envío correos electrónicos	I send emails	
Saco fotos	I take photos	
Uso aplicaciones como…	I use apps like…	
Utilizo las redes sociales	I use social networks	
No tengo ordenador	I don't have a computer	
Chateo en línea	I chat online	
Hago compras	I do shopping	
Hago llamadas	I make phone calls	
Soy adicto/a a…	I am addicted to…	

What you prefer to do online		
Prefiero / preferimos…	I prefer / we prefer	
compartir fotos	to share photos	
subir imágenes	to upload images	
enviar correos electrónicos	to send emails	
hacer compras por internet	to shop online	
jugar en directo a…	to play…live	
ver documentales	to watch documentaries	
ver series / programas	to watch series / programmes	

Film vocabulary		
una película…	a film	
de terror	horror	
de ciencia ficción	science-fiction	
de aventuras	adventure	
de superhéroes	superheroes	
de fantasia	fantasy	
de acción	action	
una comedia	a comedy	

Internet		
puede ser peligroso	it can be dangerous	
El uso excesivo de aparatos es adictivos	The excessive use is addictive	
Las redes sociales	The social networks	
son seguras	are safe/secure	
son fáciles de usar	are easy to use	
son buenas para buscar información	are good to search for information	
son buenas para comuncarse	are good to communicate	
Muchas aplicaciones no son muy privadas	Lots of apps aren't private	

Nos juntamos		
Voy a ….	I am going to…	
descansar	relax	
estar en casa	be at home	
hacer deporte	do sport	
ir al parque	go to the park	
limpiar mi habitación	clean my room	
hacer tareas	do chores	
salir por la tarde	go out in the afternoon	
Estoy libre	I am free	
Tengo que cuidar a mi perro	I have to look after my dog	

Un día fatal		
Tuve un día fatal porque…	I had an awful day because…	
Llegué muy tarde	I arrived very late	
No hice los deberes	I didn't do my homework	
Me caí	I fell over	
Mi equipo perdió	My team lost	
No compré nada	I didn't buy anything	
Fuimos a un partido	We went to a match	
Mi equipo perdió	My team lost	

Sports and activities		
Juego al	I play	
baloncesto	basketball	
fútbol	football	
tenis	tennis	
voleibol	volleyball	
Hago / practico	I do / I practice	
natación	swimming	
kárate	karate	
boxeo	boxing	
artes marciales	martial arts	
ciclismo	cycling	
baile	dance	

El fin de semana pasado		
Comí	I ate	
Bebí	I drank	
Compré una entrada	I bought a ticket	
Escuché música	I listened to music	
Fui a un restaurante	I went to a restaurant	
Fui a un concierto	I went to a concert	
Fui al gimnasio	I went to the gym	
Entrené	I trained	
Gané una competición	I won a competition	
Me quedé en casa	I stayed at home	
Hablé con mi amigo	I spoke to my friend	
Salí con mi amigo	I went out with my friend	
Al centro comercial	To the shopping centre	
no hice mucho	I didn't do a lot	

Past tense opinions		
Fue divertido	It was fun	
Fue aburrido	It was boring	
Lo pasé bomba	I had a blast	

The present tense

The present tense is formed by taking the –ar/-er/-ir off the infinitive and adding the endings below.

-ar verbs	-er verbs	-ir verbs	
-o	-o	-o	
-as	-es	-es	
-a	-e	-e	
-amos	-emos	-imos	
-áis	-éis	-ís	
-an	-en	-en	

The preterite (past) tense

The preterite tense is formed by taking the –ar/-er/-ir off the infinitive and adding the endings below. The endings for –er/-ir are the same in the preterite tense

-ar verbs	-er & -ir verbs	
é	í	
aste	iste	
ó	ió	
amos	imos	
asteis	isteis	
aron	ieron	

The simple future tense

The simple future tense is formed by taking the infinitive and adding the endings below:

Jugar	To play	
Jugaré	I will play	
Jugarás	you will play	
Jugará	he/she will play	
Jugaremos	we will play	
Jugaréis	you all will play	
jugarán	they will play	

Describing a photo		
en la foto	in the photo	
hay	there is/are	
puedo ver	I can see	
puedes ver	you can see	
a la izquierda	on the left	
a la derecha	on the right	
en el centro	in the centre	
en el fondo	in the background	
en primer plano	in the foreground	
al lado de	next to	

Present continuous		
está viendo	he / she is watching	
están comiendo	they are eating	
está jugando	he / she is playing	

The simple future tense

The simple future tense is formed by taking the infinitive and adding the endings seen below. The endings are the same for AR, ER and IR verbs

Infinitve + ending = future tense
ir + é = iré (I will eat)

Jugar	To play	
Jugaré	I will play	
Jugarás	you will play	
Jugará	he/she will play	
Jugaremos	we will play	
Jugaréis	you all will play	
jugarán	they will play	

Irregular stems		
haré	I will do	
tendré	I will have	
podré	I will be able to	

Time expressions		
Paso…horas al día	I spend…hours a day	
Siempre	Always	
Todo el tiempo	All the time	
Todos los días	Every day	
A menudo	Often	
De vez en cuando	From time to time	
A veces	Sometimes	
Casi nunca	Almost never	
Nunca	Never	
Una vez	Once	
Dos veces a la semana	Twice a week	
Los fines de semana	At weekends	

Direct object pronouns + preterite		
lo	it (singular / masc.)	
la	it (singular / fem.)	
los	them (plural / masc.)	
las	them (plural / fem.)	

e.g. Perdí el móvil. Lo perdí a la casa de mi amigo.
I lost my phone. I lost it at my friend's house.
Perdí mis gafas. Las perdí al colegio.
I lost my glasses. I lost them at school.

Preferir – to prefer		
prefiero	I prefer	
prefieres	you prefer	
prefiere	he/she prefers	
preferimos	we prefer	
preferís	you all prefer	
prefieren	they prefer	

The verb 'preferir' is always followed by an infinitive

Prefiero jugar al fútbol porque es divertido. (I prefer to play football because it is fun).

Timetable

	1Mon	1Tue	1Wed	1Thu	1Fri	2Mon	2Tue	2Wed	2Thu	2Fri
Reg										
1										
2										
Break										
3										
4										
Reg										
Lunch										
5										
6										