



Need ● ● ●
toKNOW
LOOE COMMUNITY ACADEMY

Year 9
Autumn 1

*Be the
BEST
you can be*

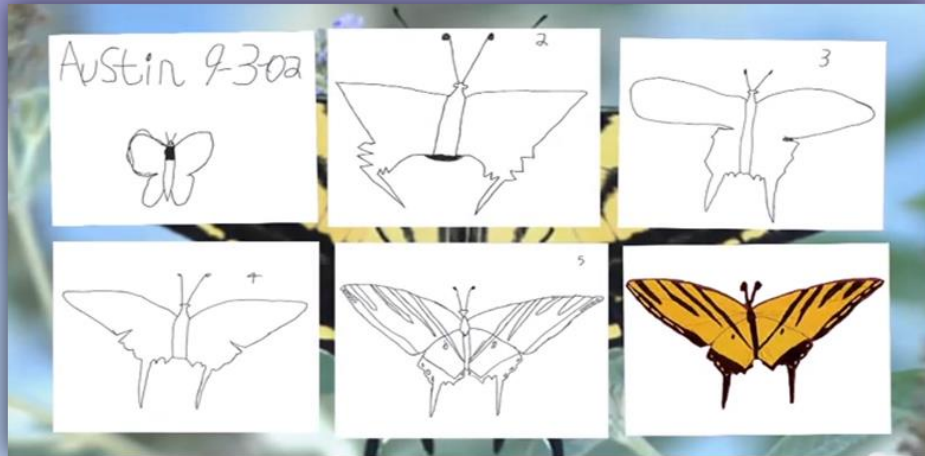




Need to KNOW
LOOE COMMUNITY ACADEMY

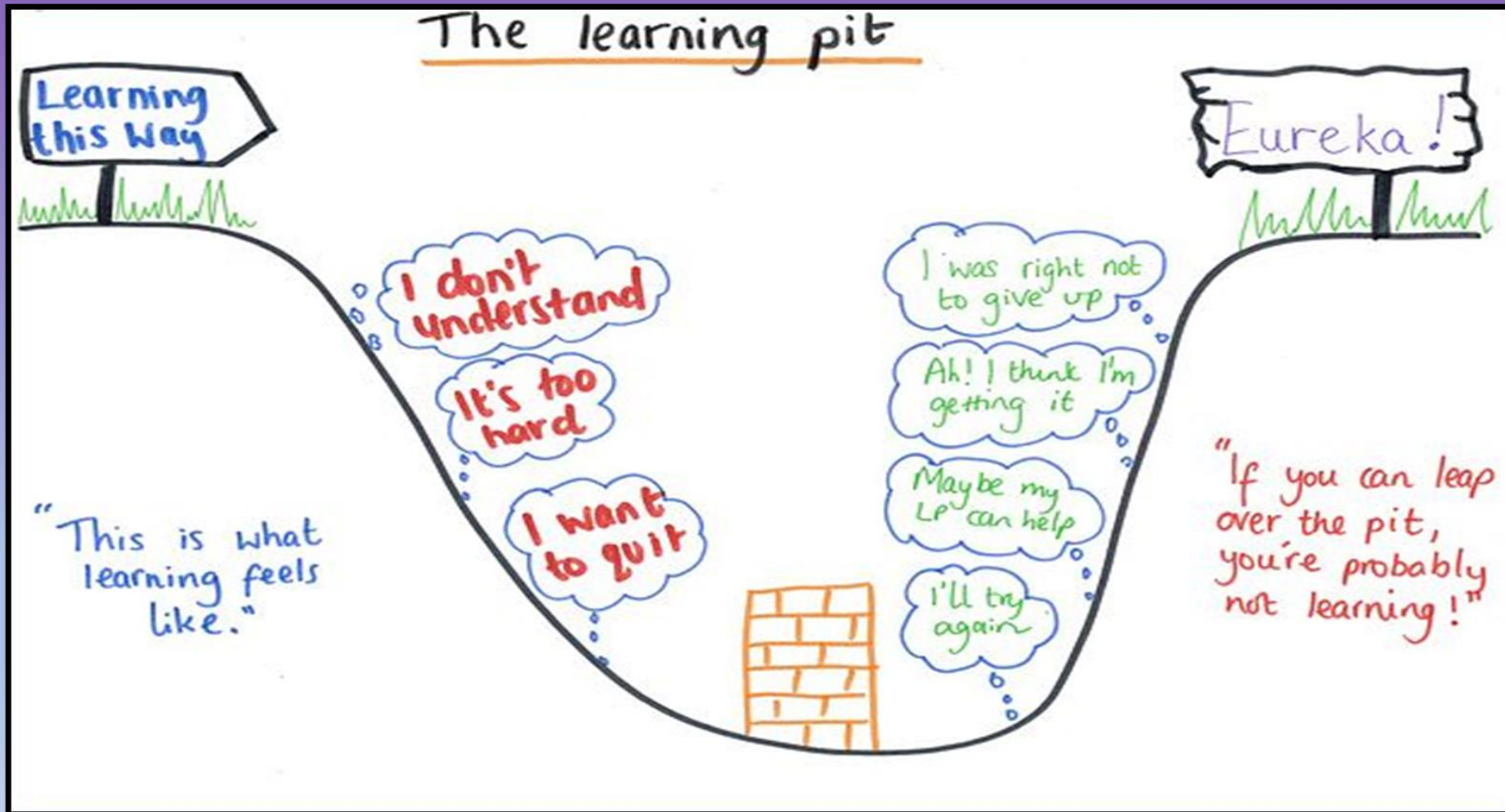
To become an **expert learner** you need to have the right mindset and understand the **'Power of YET'**!

Check out Austin's butterfly picture below and learn how he seeks feedback to improve his work to achieve the most amazing results!





The Learning Pit is a picture to help you remember that you are constantly going to be challenged and confused when you learn something new, but it's about knowing what to do in order to overcome these challenges to get to the other side of the pit!



1

Magnificent Metacognition



Plan

Is this similar to a previous task?
What do I want to achieve?
What should I do first?

Monitor

Am I on the right track?
What can I do differently?
How can I ask for help?

Evaluate

What worked well?
What could I have done better?
Can I apply this to other situations?

2

Marvellous Memory



My memory and learning improves when I learn through spaced, retrieval, interleaved, elaborated, and use of concrete examples in practice.

I must use the best learning strategies above when using my 'Need to Know' to complete pre and post learning tasks.

During lessons I am a responsible Lead Learner, I teach my self and peers through mini tests, flashcards and look/cover/write/check/review, this help me and my peers learn quickly.

3

Love My Learning



I have a growth mindset and believe I can be as SMART as I want to be! My brain is a muscle and it will growth bigger with the amount of effort I put into practice.

I seek feedback and enjoy acting on it. I see 'EBI' and 'T' from my teachers / peers as opportunities to improve, by acting on feedback I experience success as a learner

I can be my own teacher and can articulate what I am learning and why. I know my mastery goals and I seek errors as opportunities. I aspire to challenges and have no fear of failure!

4

Literacy for Life



Every hour I read is an hour improving my writing. Time is worth investing in my books and Accelerated Reader.

I always check my grammar, spelling and punctuation, this will help me to achieve the highest SPAG marks in my GCSE exams.

Practicing my reading skills and literacy will improve choice in job/career prospects. Success is when preparation makes opportunity and when practice makes permanent!

I NEED TO KNOW:

What a positive relationship is.

That there are different types of relationships, genders and sexual orientations and that we need to respect everybody's choices

Identity – The characteristics determining who or what a person or thing is. In this case, the mix of characteristics which make us the unique human beings we are.

Gender prejudice – treating someone differently because you perceive them to fit into a role of 'male' or 'female'.

Trans -used to describe someone who feels that they are not the same gender as the physical body they was born with. They may or may not take medical steps to alter their body.

Transitioning – adopt permanently the outward or physical characteristics of the gender one identifies with, as opposed to those associated with one's birth sex.

Gender - the state of being male or female socially or culturally.

Sex - the state of being male or female biologically

Homosexual relationship – a same sex relationship, either female and female or male and male.

Heterosexual relationship – a male / female relationship

Homophobia – a fear or hatred of gay people

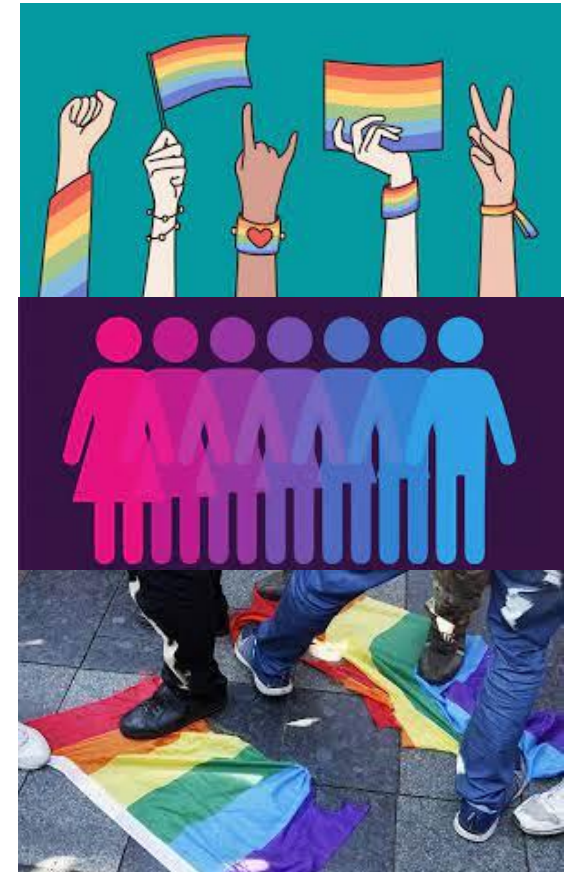
LGBTQAI+ - The lesbian, gay, bisexual, transgender, queer/questioning, asexual, intersex community.

Cis-gender – most people are cisgender. People who are happy with the biological sex they were born with. These people can still be gay or straight or bi.

Homophobia– a hate or fear of homosexual people

Criminalisation – when something is made illegal (against the law)

Decriminalisation – when something is made legal



I NEED TO KNOW:

How can I write a description inspired by a picture or write a short story?

Assessment:

You will have the choice of two tasks.

Write a description inspired by a picture or write a short story

Time: 45 minutes
Planning : 10 minutes
Writing: 30 minutes
DIRT: 5 minutes

Remember to plan

- Include a checklist of skills
- List/brainstorm your ideas
- Number your ideas in the order you are going to write them

Checklist of skills:

- ✓ . , : ; ' - ? " "
- ✓ Varied sentences
- ✓ Impressive vocabulary
- ✓ Clear, linked paragraphs – connectives
- ✓ Accurate spelling
- ✓ Techniques: similes, metaphors, choice of verbs, personification etc.



Writing a Description

- Box off 5 areas of the image (if appropriate to question).
- Each box will make up a paragraph.
- Number them in the order you are going to describe them.
- Describe in detail what you can:
 - see
 - smell
 - hear
 - taste
 - touch

Use techniques: similes, metaphors, imagery, personification.

Writing a Narrative

- Focus on a single moment or short scene.
- Build tension.
- Think about the best way to start: description, action, dialogue.
- Have only 2 characters.
- Write in the past tense (was/were).
- Use a wide range of vocabulary – show off!
- Limit the amount of speech but include some.
- Vary your sentence beginnings and paragraph starters.

I NEED TO KNOW:

Number Skills; Factors, Multiples, and Primes; Indices

What do I need to be able to do?
You should be able to

- Understand properties of addition and subtraction
- Understand properties of multiplication and division
- Use formal methods of addition and subtraction for integers
- Use formal methods of multiplication and division for integers
- Add and subtract directed numbers
- Multiply and divide directed numbers
- Understand and use order of operations with positive and negative integers

NUMBER SKILLS

Key Words

- Commutative:** changing the order of operations does not change the result
- Associative:** when you add or multiply you can do so regardless of how the numbers are grouped
- Inverse:** the operation that undoes what was done by the previous operation
- Subtract:** taking away one number from another
- Negative:** a value less than zero
- Debit:** money that leaves a bank account
- Credit:** money that goes into a bank account
- Integer:** a whole number
- Product:** multiply terms
- Operation:** a mathematical process

What do I need to be able to do?
You should be able to

- Understand and use factors
- Understand and use multiples
- Recognise prime numbers
- Recognise square/triangular numbers
- Find common factors, including HCF
- Find common multiples, including LCM
- Express a number as the product of its prime factors

FACTORS, MULTIPLES AND PRIMES

Key Words

- Multiple:** found by multiplying any number by a positive integer
- Factor:** integers that multiply together to get another number
- Prime:** an integer with only two factors (1 and itself)
- HCF:** The highest common factor of two or more numbers
- LCM:** the lowest common multiple of two or more numbers
- Product:** multiply terms

What do I need to be able to do?
You should be able to

- Add/subtract with indices
 - Multiply expressions with indices
 - Divide expressions with indices
 - Know the addition law for indices
 - Know the subtraction law for indices
 - Be familiar with the key results
 - Work with negative exponents
- HIGHER TIER ONLY**
- Work with fractional exponents

INDICES

Key Words

- Base:** the number that gets multiplied by a power
- Power:** the number of times the number is used in a multiplication
- Exponent:** power (see above)
- Index:** power (see above)
- Coefficient:** a number used to multiply a variable
- Variable:** a letter which represents an unknown number
- Commutative:** changing the order of the operations doesn't change the result

Addition

Addition is commutative
 $2 + 4 = 4 + 2$

Addition is associative
 $6 + (3 + 4) = (6 + 3) + 4$

Formal written method

H	T	U	
3	4	2	
+	1	4	9
4	9	1	

Bar models

60	
47	13

Part/whole diagrams

$76 = 26 + 50$

Subtraction

Subtraction is NOT commutative or associative

$12 - 8 \neq 8 - 12$

Formal written method

H	T	U	
5	3	2	
-	2	1	6
3	1	6	

Bar models

60	
47	13

Part/whole diagrams

$43 = 21 + 22$

Written Methods for Multiplication

LONG MULTIPLICATION

2	4	7
x	1	3
7	4	1

GRID METHOD

x	200	40	7
3	600	120	21
600	120	21	741

GELOSIA

2	4	7	x
1	3		

REPEATED ADDITION

H	T	U	
2	4	7	
+	2	4	7
7	4	1	

Calculations with Directed Numbers

Addition
 $2 + 3 = 5$

Subtraction
 $2 - 3 = -1$

Generalisation
 $2 - 3 = -1$

Multiplication
 $2 \times -3 = -6$

Division
 $2 \div -3 = -\frac{2}{3}$

Generalisation
 $2 \times -3 = -6$

Written Methods for Division

SHORT DIVISION

6	2	5	2
-	2	4	0
0	1	2	
-	0	1	2
8	8	1	6

SHORT DIVISION with remainders

1	2	5	5	
-	2	5	1	0
0	1	2		
-	0	1	2	
8	8	1	6	

Product of Prime Factors

Example 1
Write 12 as a product of its prime factors

$12 = 2 \times 2 \times 3$

Example 2
Write 180 as a product of its prime factors

$180 = 2 \times 2 \times 3 \times 3 \times 5$

Order of Operations

Example 1
 $(4 \times 7) + 3$

Example 2
 $16 + 4 - 3 \times 4$

Example 3
 $4 + 8 \times 2 + 12 + 4$

Factors

A number can have many factors!

Example: what are the factors of 12?

1×12
 2×6
 3×4

So the factors of 12 are 1, 2, 3, 4, 6, 12

Multiples

The multiples of a number make up its 'times table'

Eg: What are the multiples of 4?

$4 \times 1, 4 \times 2, 4 \times 3, 4 \times 4$ etc.
 $4, 8, 12, 16, 20$

This list never ends!

Prime Numbers

Always an integer
Has only two factors, 1 and itself

Not in any other times tables apart from its own

2 is the smallest, and only even, prime number.

1 is not a prime number.

A prime number has 2 factors, 1 and itself. 1 only has 1 factor (itself) therefore it isn't prime!

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Square Numbers

Square numbers have an odd number of factors

$1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144, 169, 196, 225$

Triangular Numbers

If you add two consecutive triangular numbers, you get a square number!

$1, 3, 6, 10, 15, 21, 28, 36, 45, 55, 66, 78, 91, 105, 120$

Lowest Common Multiple (LCM)

Example 1
What is the LCM of 6 and 8?

$6 = 2 \times 3$
 $8 = 2 \times 2 \times 2$

The first time their multiples match is 24 therefore the LCM of 6 and 8 is 24

Example 2
What is the LCM of 6 and 8?

$6 = 2 \times 3$
 $8 = 2 \times 2 \times 2$

LCM of 6 and 8 is $2 \times 2 \times 2 \times 3 = 24$

Highest Common Factor (HCF)

Example 1
What is the HCF of 6 and 8?

$6 = 2 \times 3$
 $8 = 2 \times 2 \times 2$

The biggest number which is a factor of both 6 and 8 is 2, therefore the HCF of 6 and 8 is 2

Example 2
What is the HCF of 6 and 8?

$6 = 2 \times 3$
 $8 = 2 \times 2 \times 2$

HCF of 6 and 8 is 2

Product of Prime Factors

Example 1
Write 12 as a product of its prime factors

$12 = 2 \times 2 \times 3$

Example 2
Write 180 as a product of its prime factors

$180 = 2 \times 2 \times 3 \times 3 \times 5$

Addition Law for Indices

$a^m \times a^n = a^{m+n}$

Examples:
 $2^2 \times 2^3 = 2 \times 2 \times 2 \times 2 \times 2 = 2^5$
 $3 \times 4 \times 2 \times 2 \times 2 \times 2 \times 2 = 2^5 \times 3$

Further Examples

$4w \times 5z = 4 \times 5 \times w \times z = 20wz$

$2 \times 3a \times 4b \times 2a = 2 \times 3 \times 4 \times 2 \times a \times a \times b \times b = 24a^2b^2$

$3(1^2)^2 \times 1^3 \times 1^3 = 3 \times 1 \times 1 \times 1 \times 1 \times 1 \times 1 = 3$

Fractional Indices

$a^{\frac{m}{n}} = \sqrt[n]{a^m}$

Examples:
 $25^{\frac{1}{2}} = \sqrt{25} = 5$
 $8^{\frac{1}{3}} = \sqrt[3]{8} = 2$

$a^{\frac{m}{n}} = (\sqrt[n]{a})^m$

Examples:
 $5^{\frac{3}{2}} = \frac{5 \times 5 \times 5}{\sqrt{5}} = \frac{125}{\sqrt{5}}$
 $a^{\frac{3}{4}} = \frac{a \times a \times a}{\sqrt[4]{a}}$

Spotting Patterns

$2^3 = 2 \times 2 \times 2 = 8$

$2^2 = 2 \times 2 = 4$

$2^1 = 2$

$2^0 = 1$

$2^{-1} = \frac{1}{2}$

$2^{-2} = \frac{1}{4}$

$2^{-3} = \frac{1}{8}$

Subtraction Law for Indices

$a^m \div a^n = a^{m-n}$

Examples:
 $5^3 \div 5 = \frac{5 \times 5 \times 5}{5} = 5^2$
 $a^5 \div a^2 = \frac{a \times a \times a \times a \times a}{a \times a} = a^3$

Square and Cube Numbers

SQUARE NUMBERS
1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144, 169, 196, 225

CUBE NUMBERS
1, 8, 27, 81, 125, 216, 343, 512

Negative Fractional Indices

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

Examples:
 $25^{-\frac{1}{2}} = \frac{1}{\sqrt{25}} = \frac{1}{5}$
 $8^{-\frac{1}{3}} = \frac{1}{\sqrt[3]{8}} = \frac{1}{2}$

Key Things to Remember

$a^m \times a^n = a^{m+n}$

$a^m \div a^n = a^{m-n}$

$a^0 = 1$

$a^{-m} = \frac{1}{a^m}$

$a^{\frac{m}{n}} = \sqrt[n]{a^m}$

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

SCIENTIFIC SKILLS

I NEED TO KNOW:

- 1) The different stages in a scientific investigation
- 2) A range of scientific skills

<u>POSSIBLE PRACTICAL</u>	<u>SKILL FOCUS</u>	<u>LINK</u>
Microscopy	Maths and Planning	https://shorturl.at/lrxJX
Photosynthesis	Analysis & Evaluation	https://shorturl.at/abxHY & https://shorturl.at/fCGO2
Osmosis	Trends and Patterns	https://shorturl.at/KQY39
Temperature Changes	Planning and Justify	https://shorturl.at/cesN2
Rate of Reaction	Accuracy & Models	https://shorturl.at/qtM58
Hooke's Law	Processing Data	https://shorturl.at/KQY39
Specific Heat Capacity	Methods	https://shorturl.at/qvwFW

Independent variable	<i>The variable you change in an investigation</i>
Dependent variable	<i>The variable you measure in an investigation</i>
Control Variable	<i>The variables kept constant in an investigation</i>
Accurate	<i>Data that is close to the true value</i>
Precise	<i>Set of repeat measurements that are close together</i>
Reproducible	<i>Other people can carry out an investigation and get similar results</i>
Analyse	<i>A process of looking at data and writing about what you have found out</i>
Line of best fit	<i>Smooth line on a graph that travels as close to as many points as possible</i>
Conclusion	<i>What you have found out in an investigation</i>

I NEED TO KNOW:

How to code basic computer programs using simple input and output using Python programming language

To practice coding visit www.repl.it

1	Algorithm	A sequence of steps used by a human or computer to solve a problem or complete a task
2	Program	An algorithm expressed in a programming language
3	Programming language	A set of rules for instructing a computer to perform specific tasks
4	Interpreter	A program which translates high level language code to machine code and executes it
5	Programming environment	The tools a human uses to create programs
6	Input	Any method of getting data into the computer
7	Output	Any method of getting data out of the computer
8	Variable	A storage location with a name. The data in a variable can be changed after being initially set
9	Assignment	A statement in a programming language used to set or reset the data stored in a storage location identified by a variable name

Output

The `print` function is used to write output to the screen. `print` takes one or more arguments (strings or variables between the brackets) and writes the data to the screen.

Output Examples

```
print("Hello World!")
print("Hello", name, "nice to meet you")
```

Variable Assignment

Variable assignments **are not** equations. Variable assignments are instructions for the computer. This means that the data stored in a variable can change throughout the runtime of the program.

Assignment examples

```
# Example 1
name = "Bob"

# Example 2
friendName = "Alice"

# Example 3
total = 20 + 50 + 35
```

Input

The `input` function is used to prompt the user to enter some data using the keyboard. `input` can take a string argument which is used as a prompt to the user to tell them what data the computer is expecting.

Type Casting

When inputting a number, the `int` function can be used to convert the number to an integer so that your program can perform mathematical operations on it. This is a form of type casting. Look at **Example 2** below to see this being done.

Input Examples

```
# Example 1
name = input("What is your name?")

# Example 2
age = int(input("What is your age?"))
```

Your first program in Python....

```
print("Hello world")
```

I NEED TO KNOW:

Different techniques used within Fashion & Textiles



Henri Matisse

In the late 1940s, Henri Matisse turned almost exclusively to cut paper as his primary medium, and scissors as his chief implement, introducing a radically new operation that came to be called a cut-out.

Matisse would cut painted sheets into forms of varying shapes and sizes— from the vegetal to the abstract— which he then arranged into lively compositions, striking for their play with colour and contrast and their exploitation of decorative strategies.

Initially, these compositions were of modest size but, over time, their scale grew along with Matisse's ambitions for them, expanding into mural or room-size works.



Mono Printing

Monoprinting is a printmaking technique that produces unique prints. Unlike traditional printmaking methods where multiple identical copies are made, monoprints are one-off prints. Each print is distinct and cannot be precisely replicated.

Monoprinting allows for a wide range of artistic expression and experimentation. Artists can explore various materials, textures, and techniques to create different effects. It offers flexibility in combining printmaking, painting, drawing, and mixed media approaches.

Monoprinting can be done by hand-printing or using a printmaking press.



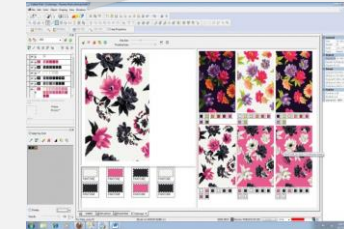
Transfer Printing

Transfer dye is a type of 'sublimation ink' which can be painted on to paper and then transferred to fabric using heat.

The inks/dyes that are used turn into gas when brought under heat, then combine with the fabric and permanently print onto the fabric.

The effects are permanent and less prone to fading, as the ink is embedded in the fabric or substrate rather than simply laying on top like a normal print.

The heat opens up the pores of the fabric, then with the applied pressure the ink cools and returns to a solid form.



Computer Aided Design

Positives :

- Save time and money
- Allow designers to be more creative because there is more variety
- Designers can have pre-made designs and adapt them easily – save time instead of re drawing them by hand
- Experimental work can be done digitally, saving time and money
- Designers can send their designs to other designers quickly by email – globally.

Negatives :

- Training is required to use all the features of a software
- All designers have to have compatible software when sending and receiving designs

I NEED TO KNOW:

Why we need to stay hygienic in the kitchen to prevent cross contamination

Understand how food can be contaminated

5 Types of Food Contamination

Physical	Chemical	Biological	Allergenic	Cross
<p>1</p> 	<p>2</p> 	<p>3</p> 	<p>4</p> 	<p>5</p> 
Hair or fur Dirt Metal Glass Plastic Bones Wood splinters Jewelry Fingernails Body parts Insects Small animals	Pesticides Insecticides Cleaning products Plastics Contaminated water Additives Preservatives Mercury / Lead Poisons Drugs	Bacteria Viruses Parasites Mold/fungi Yeast Algae Prions Microorganisms	Peanuts Dairy Soy Wheat Shellfish Egg Sesame seeds Mustard Sulfites	Equipment Touching Utensils Raw meat Cleaning Pests Illness



The difference between why customers cannot eat certain foods

Food Preference



REACTION
None to Low

- SYMPTOMS**
- Bad taste
 - Annoyance
 - Dissatisfaction

Food Intolerance



REACTION
Mild to Moderate

- SYMPTOMS**
- Immediate or delayed
 - Feeling sick or ill
 - Migraine, lethargy, bloating, diarrhea, etc.

Food Allergy



REACTION
Mild to Severe

- SYMPTOMS**
- Irritated skin or gut
 - Difficulty breathing
 - Potentially fatal

To prevent cross contamination in the food room

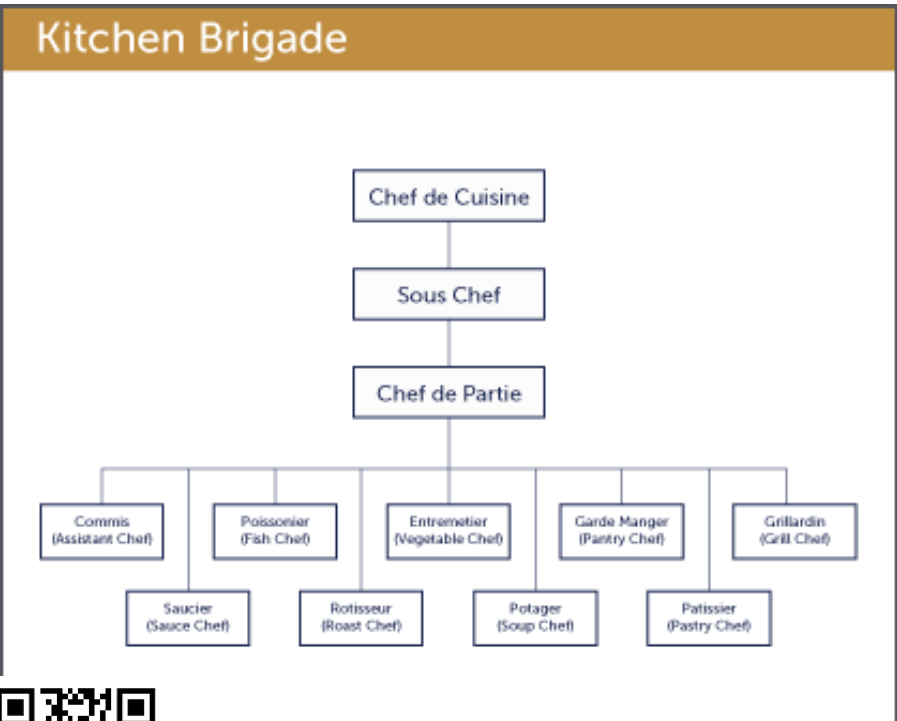


How to wash up



I NEED TO KNOW:

About the different job roles/opportunities in the Hospitality and Catering Industry



Different residential establishments in Looe



What is the minimum wage?

National Minimum Wage (NMW) and National Living Wage (NLW)	For pay periods starting 1 st April 2023	For pay periods starting 1 st April 2024
National Living Wage (ages 23 and over)	£ 10.42	£ 11.44 (+9.8%)
21-22 year old rate	£ 10.18	£ 11.44 (+12.4%)
18-20 year old rate	£ 7.49	£ 8.60 (+14.8%)
16-17 year old rate	£ 5.28	£ 6.40 (+21.2%)
Apprentice rate (1 st year only)	£ 5.28	£ 6.40 (+21.2%)
Accommodation Offset	£ 9.10	£ 9.99 (+9.8%)

Different types of jobs in a Hotel

Night porter

- Luggage
- Night
- Resolving issues

Barista

- Coffee
- Star Bucks
- Hot

Sous Chef

- 2rd in charge
- Cooks
- Boss

Plongeur

- Dishes
- Washing up

Receptionist

- Checking in
- Reception

Maintenance team

- Fix
- Mend
- Broken

Commis Chef

- Trainee
- Chefs
- Helps

Head Chef

- In charge
- Kitchen
- Menu

Security

- Safety
- Deals with issues



How the kitchen is run in a Restaurant



I NEED TO KNOW: You will need to know what a cam is, what its function is and how to change rotary motion to reciprocating motion.

MATERIAL	DEFINITION
Pewter	A silver-coloured alloy with an attractive finish it is a mixture of two metals, 96% tin and 4% copper. Mixtures or alloys are made to improve the properties of the material. Pewter has a relatively low melting point of 230 degrees C and is a soft metal which makes it a good metal to use in school workshops.
Steel	A strong ferrous metal that can be softened by heating (annealing) and shaped.
Leather	An organic material that is tough and has a nice finish.

KEY WORD	DEFINITION
Alloy	A mixture of two or more metals is called an alloy.
Ferrous metal	Contains Iron
Non ferrous metal	Contains no Iron
Wasting	Removing material using a number of methods

MACHINERY	DESCRIPTION
Forge	A work area which is heat resistant
Crucible	A container for molten metal
Welding torch	A heat torch using the gasses oxyacetylene and oxygen to create a hot flame
File	A hardened steel hand tool that removes excess material
Emery Paper	A paper with small iron particles that is used to removes excess material
Buffer Machine	A machines that work with brushes



Forge Hearth



Crucible



Welding Torch



Files



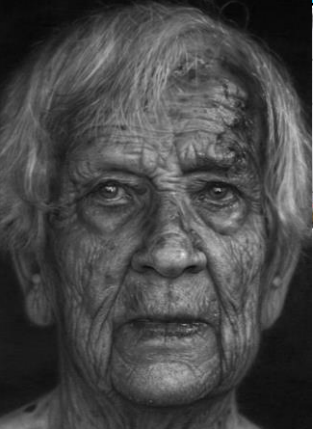
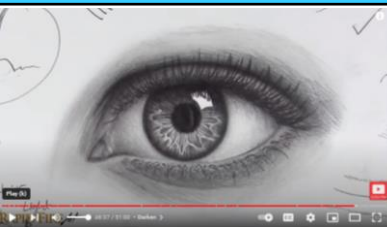


Emery paper



Buffer machine

I NEED TO KNOW:

Use this sheet to prepare for each lesson and understand the key terminology that you will be learning throughout this topic beforehand. It is recommended that you prepare yourself for each lesson by looking over the information below and develop your skills beforehand so you're prepared. You can also read about the inspirations and influences for this topic to get more information. The project will develop your skills in the 4 assessment objective areas – research, observe, experiment and present.

CONCEPT OR DIAGRAM	
	
	

Artists	BASIC INFO
Portrait paint artists	Andrew Salgado , Catherine MacDiarmid , Tai Schierenberg, Paul Wright , Stanley Spencer
Tonal artists (Section copies)	Franco Clun / Dirk Dzimirsky / Monica Lee / Ileana Hunter / Giacomo Burattini / Paul Cadden
KEY WORD/CONCEPT	DEFINITION
Tonal	Tonal range refers to the levels between an image's darkest and lightest points.
Portrait	a painting, drawing, photograph, or engraving of a person, especially one depicting only the face or head and shoulders.
Transcribe	In art, to transcribe is to copy or record information in a different form than the original. To transcribe a painting or drawing is not to copy the artwork exactly, but instead to record observations in a different form.
Proportion	adjust or regulate (something) so that it has a particular or suitable relationship to something else. Enlarge in proportion or measure something e.g. the nose is not in proportion to the face
Colour variation	The Colour of something is the appearance that it has because of the way in which it reflects light. Red, blue, and green are colours. Colour variation on something is the same thing presented in a slightly different shade e.g Lime green / leaf green/ primary green/ forest green
Depiction	Depiction is reference conveyed through pictures- an image that expresses that word or meaning

Week	Preparation and helpful links
1	Research famous self portraits – The Portrait Gallery website is a great place to start
2	Practice the Tonal bar and ensure you compare what the difference is to the dept of tone when using different pencil grades – for example 2B versus 6B
3	try other rapid fire art tutorial on YouTube : https://www.youtube.com/watch?v=mwYj97beiAA
6	Using different medium , practice mixing skin colours
7	Take photographs of your friends and family members – see if you can capture their character in the portrait – experiment with pose , lighting , include props

I NEED TO KNOW:

Exploring other ways of creative movement material other than

<p>WEEK 1 & 2</p>	<p><u>Technique</u> Explore the stylistic features of contemporary technique and learn where it originates from. Spend time exploring both the Technical and Expressive skills and track how we progress throughout the term</p>
<p>WEEK 3 & 4</p>	<p><u>Creating</u> You will be lead through a variety of choreographic tasks to develop and amend set movement material and to slowly start to build a whole class piece. This experience will provide you with an opportunity to see how a large group ensemble piece comes together whilst learning to work with a variety of people in different formats.</p>
<p>WEEK 5 & 6</p>	<p><u>Polish and Perform</u> Polishing the whole class piece and performing it to a small audience, where you will be able to reflect on how far you have you have come as a dancer, performer and choreographer.</p>

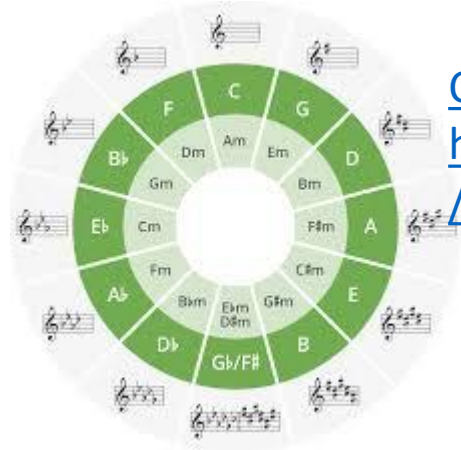
Key/Word Concept	Definition/Explanation
Technical Skills	These features include action, space, dynamics, relationships, timing rhythmic content and stylistic qualities.
Expressive Skills	These are projection, focus, spatial awareness, facial expression and phrasing.
Mental Skills	These are movement memory, commitment, concentration and confidence.
Safe Practise	Working in a safe way to prevent injury or hazards to yourself and others. Safe execution appropriate dancewear, including: footwear, hairstyle, absence of jewellery, warming up, cooling down, nutrition and hydration.

I NEED TO KNOW:

Recap on MUSIC FOUNDATIONS

KEYWORDS

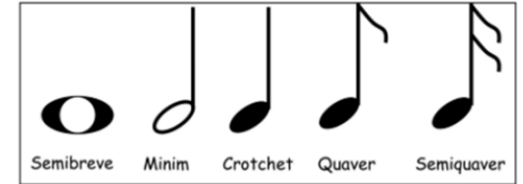
Duration	How long a note lasts for
Pitch	How high or low a note is
Tempo	How fast or slow a note is
Dynamics	How loud or quiet the music is
Timbre	The quality of sound
Texture	How thick or thin the music is
Structure	How the sections of music are laid out e.g. chorus, verse etc.
Silence	When the instruments stop playing



[Circle of Fifths](https://www.youtube.com/watch?v=O43EBVnwNvo)

<https://www.youtube.com/watch?v=O43EBVnwNvo>

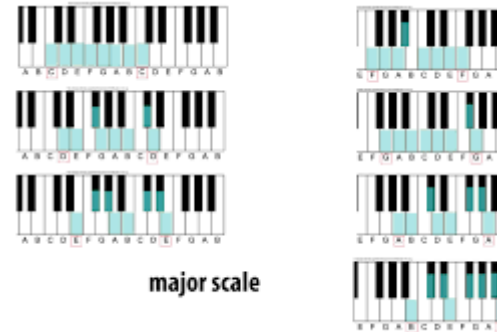
NOTE VALUES



NOTE AND REST DURATION CHART

NOTES (SOUNDING)	TYPE AND VALUE	RESTS (SILENT)
	Whole (4 Beats)	
	Half (2 Beats)	
	Quarter (1 Beat)	
	Eighth (1/2 Beat)	
	Sixteenth (1/4 Beat)	

Major scale



major scale



NOTES on STAFF

Concepts:
Listening- Creating-Performing

I NEED TO KNOW:

By the end of this term, you will develop an understanding of strategies and tactics, and how positive attitudes can improve performance and wellbeing.

Effective Teams and sportsmanship		
Through netball rugby and handball	Develop leadership skills	
	Communication	<i>Speaking to others</i>
Leadership skills	Communication	<i>Listening to others</i>
	Demonstrating	<i>Showing skills to the class</i>
	Planning	<i>A skill/practice</i>

Effective teams and sportsmanship		
Through netball rugby and handball	Understand what makes a good leader	
	<i>Organised, good planning, safety aware, good voice, understand rules and tactics, motivating,</i>	

Techniques and fluency		
Through Volleyball	Able to link fundamental skills	
Understand	Volley	<i>Using finger tips</i>
	Service	<i>Under and overarm</i>
	Dig	<i>Correct hand placement</i>
	Spike	<i>Hitting the ball downwards</i>

Fit For Life		
Training	How to improve fitness	
Methods of Training	Circuit training	<i>Plan and carry out own circuits</i>
	Weight training	<i>Understand sets and reps</i>
	Interval Training	<i>Sprints and rest/recovery</i>
	Continuous training	<i>Working for a long time</i>

Fit for life		
Heart Rates	Thresholds of training	
Training Zones	Resting Heart Rate	<i>How and when to take it</i>
	Maximum heart rate	<i>220- age + MHR</i>
	Aerobic	<i>60 – 80% MHR</i>
	Anaerobic	<i>80% and above of MHR</i>

Fit for life		
Muscles	Locate the skeletal muscles	
Muscles for movement in sport	Arm muscles	<i>Biceps Triceps</i>
	Leg muscles	<i>Hamstrings quadriceps gastrocnemius</i>
	Back muscles	<i>Trapezius Latissimus dorsi</i>
	Stomach muscle	<i>Abdominals</i>

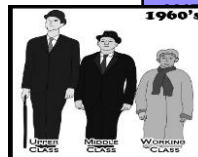
Use this sheet to understand the key terminology that you will be learning. It is recommended that you prepare yourself for each lesson by looking over the information below. This project will develop your skills in the 3 assessment objective areas – EXPLORE, EXPRESS and EVALUATE

I NEED TO KNOW:

KEY WORDS AND CONCEPTS	
CLASS	There used to be a much more obvious divide in Britain between the working class, middle class and upper class. Lots of working-class parents struggled financially. Many found it difficult to afford even basic things such as food, clothes and heating.
STATUS	In life buildings, clothes, books, things, and people have a different status. It is how important they are compared to others.
SUPERSTITION	A belief or way of behaving that is based on fear of the unknown and faith in magic or luck : a belief that certain events or things will bring good or bad luck.
POSTURE	How a person stands can show their status or mood. Hunched over for sad and lower status, and shoulders back and head held high for confident and higher status.
FLASHBACK	When you go to scene in a character's past.
FLASHFORWARD	When you go to scene in a character's future.

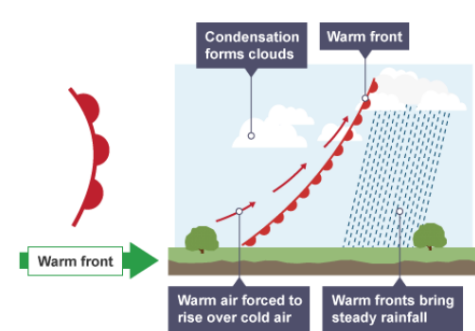
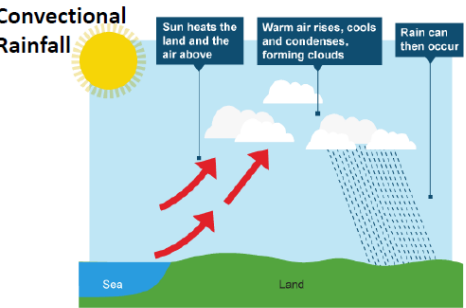
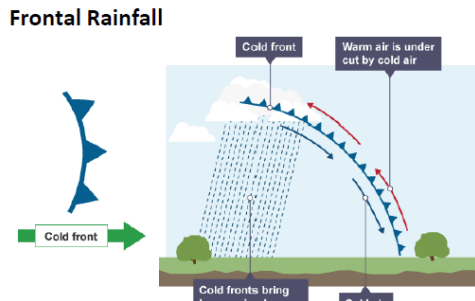
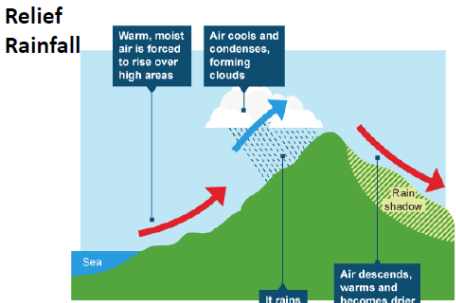
WEEKS	PREPARATION TASKS & HELPFUL LINKS
WEEK 1 & 2	Explore what class is: https://uniacco.com/blog/british-class-system https://t.ly/N1C2d
	Learn more about how to show a character's status: https://www.bbc.co.uk/bitesize/clips/zk3tvcw https://t.ly/mj4gN
WEEK 3 & 4	Superstitions explained: https://artsandculture.google.com/story/18-superstitions-from-around-the-world/QQlyTWmzJ9QvLg https://t.ly/SkMHo
	Flashback/ Flashforward: * https://www.k12reader.com/term/flashback-and-flash-forward/ https://t.ly/1cUA
WEEK 5 & 6	

“Why is a job so important?’
You don’t understand anythin’ do y? I don’t wear a hat that I can tilt at the world”. Mickey

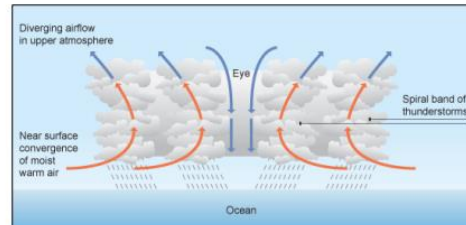
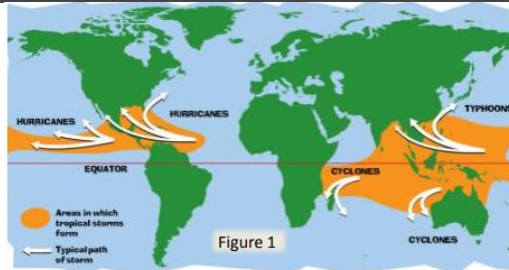


I NEED TO KNOW:

About different types of UK weather, and how weather around the word can be dangerous!



<p>LOW PRESSURE is caused when...</p> <p>Common weather is...</p> <p>Where does it occur?</p>	<p>Warm air rises. When the air rises, there are less molecules in the lower atmosphere = low pressure.</p> <p>Clouds, rain and winds. As the warm air rises, it cools and condenses and forms clouds. Eventually the clouds become saturated (full of water) & rain. Strong winds are common.</p> <p>The equator - the sun's energy is concentrated over a smaller area. The average temperature is 26°C. The warm air rises, cools, condenses to form clouds = precipitation. There is a lot of rain at the equator. This is where you find tropical rainforests.</p>	<p>Cyclone</p> <p>Low pressure (converging air)</p>
<p>HIGH PRESSURE is caused when...</p> <p>Common weather is...</p> <p>Where does it occur?</p>	<p>Cooler air sinks. When air sinks, there are more molecules in the lower atmosphere = high pressure.</p> <p>Sinking air = no water vapour condenses = clear skies, dry conditions</p> <ul style="list-style-type: none"> ➤ Summer: hot days, no clouds, dry, droughts. ➤ Winter: cold days, frost and ice common. <p>Air sinks at 30° N&S of the equator and at 90° N&S of the equator. This is where we find hot and cold deserts.</p>	<p>Anticyclone</p> <p>High pressure (diverging air)</p>



Hurricanes need a lot of heat to form and a sea surface temperature of at least 26°C, which is why they usually occur over tropical seas. They also need to be between 5 and 20° north or south of the Equator.

Weather forecasts:

Meteorology is the scientific study of the atmosphere. Most countries have a central organisation responsible for weather forecasting. Data is collected over millions of weather stations. They use a variety of methods to collect data, including satellites, aeroplanes, radars, ships and ocean buoys. This data is sent to supercomputers which process the data, which meteorologists then use to create charts and forecasts.

- **In Scotland** there is heavy rain with temperatures between 9-11°C. Winds are from the south. The maximum wind speed is 26 mph.
- **In England** there is cloud in the north and sunshine in the southeast, with some rain in the southwest. Temperatures range between 6-9°C. Wind speeds are as low as 3 mph and from the south east.
- **In Northern Ireland** there is heavy rain and temperatures of 12°C, with 20 mph winds from the south west.
- **In Wales** there is cloud and heavy rain with winds of up to 17 mph from the south.



To understand the MAIN reasons for the start of WW1

Y9 History Knowledge Organiser: Unit 3- World War One 1914-1918

Key words:

World War One	A global conflict involving the main European Powers and their empires from August 1914 to November 1918.
Long term cause	Factors / causes which happen a long time before an event takes place.
Short term cause	Factors / causes which happen just before an event takes place – usually a catalyst
Militarism	An emphasis on military ideals and strength. Wanting your country to have a strong army and navy.
Alliances	A group of countries who promise to support and protect each other. Rival groups have rival alliances.
Imperialism	The desire to conquer colonies, especially in Africa. This brought the powers into conflict: Germany wanted an empire. France and Britain already had empires.
Nationalism	The belief that your country is better than others. This made nations assertive and aggressive

Alliances:

For a number of years tension between the main European powers has been increasing. In 1914 there were two main power blocks / alliances:

- **The Triple Entente**- Great Britain / France / Russia
- **The Triple Alliance**- Germany / Italy and Austria-Hungary

Each member promised to help its allies if they were attacked by a country belonging to another alliance.



Long term causes of WW1: Militarism, Alliances, Imperialism, Nationalism

European countries Empires in 1914.

Country	Population of country	Population of colonies	Area in km ² of colonies
Great Britain	40.8 million	390 million	27 million
France	39.6 million	6.3 million	11 million
Germany	63 million	15 million	2.5 million
Austria	50 million	none	none
Russia	139 million	none	none

Short term consequences: Events of 28 June 1914 in Sarajevo:

<p>Archduke Franz Ferdinand</p> <ul style="list-style-type: none"> • A member of the Austrian Royal Family - nephew of Emperor Franz Josef • Heir to the Austrian throne (next in line to be the Emperor / ruler of Austria-Hungary) • Not very well liked in Austria • Married to Sophie and had three Children • Was sent on a Royal tour to Sarajevo, the capital of Bosnia – a county which Austria has just taken over. • Assassinated on June 28, 1914 by Gavrilo Princip 	<p>Gavrilo Princip</p> <ul style="list-style-type: none"> • Gavrilo Princip was born in Bosnia in 1894, the son of a postman. • He became a member of the Black Hand – a Serbian terrorist organisation which wanted to hurt Austria and get it out of Bosnia. • Planned to assassinate Franz Ferdinand
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European Military spending and the size of their armies, 1913 - 14.

Country	Soldiers	Money spent in millions.
Britain	750,000	50,000,000
France	1,500,000	40,000,000
Germany	8,250,000	60,000,000
Austria	750,000	22,500,000
Russia	1,250,000	15,500,000
Italy	750,000	10,000,000

Timeline of 1914 – events leading up to the start of WW1

June 28 - Archduke Franz Ferdinand, prince to the Austria-Hungary throne, is assassinated in Sarajevo by a Serbian named Gavrilo Princip.

July 23 - Austria-Hungary demands Serbia pay for the assassination of Franz Ferdinand. Serbia does not meet these demands.

July 28 - Austria-Hungary declares war on Serbia. Russia begins mobilizing its troops.

August 1 - Germany declares war on Russia.

August 3 - Germany declares war on France as part of the Schlieffen Plan.

August 4 - Germany invades Belgium. Britain declares war on Germany.

August 28 to 30 - The battle of Tannenberg is fought between Germany and Russia. The Germans defeat the Russian Second Army.

September 5 to 12 - The advancing German army is stopped before Paris by the British and French at the First Battle of the Marne. The Germans dig in and four years of trench warfare begins.

What were the Great Powers concerned about in 1914?

- Britain: Germany's growing military and naval strength. Germany was also producing more goods.
- Germany: Jealousy of Britain. Fear of having hostile neighbours (France and Russia).
- Russia: Rivalry with Austria-Hungary. Russia was keen to increase its influence in the Balkans.
- Austria-Hungary: Many regions in the Empire wanted their independence. Russia was prepared to support these regions. Huge rivalry with Russia.
- Italy: To try and remain neutral in the event of a major European war.
- France: Wanted revenge after losing an earlier war to Germany and losing the territory of Alsace-Lorraine

What was the BEF?

On 3rd August 1914 war was declared. The British government send the British Expeditionary Force (BEF) led by General French to France to stop the German invasion. The 70,000 strong force quick arrived in northern France and met the Germans at the city of Mons in Belgium. The BEF were heavily outnumbered by 160,000 German troops. However, the British were well trained and were able to slow the advancing Germans.

What was the Schlieffen Plan?

- The plan was the work of the German army chief-of-staff Alfred von Schlieffen.
- It took nine years to devise - it was started in 1897, presented in 1905, and revised in 1906.
- It was a plan to win a war fighting against both France and Russia
- The plan imagined a huge hammer-blow at Paris, using 90 per cent of the German army, swinging down through Belgium and northern France, to take out France in a quick, decisive campaign.
- It was a plan of attack - for Germany, mobilisation and war were the same thing.
- It was Germany's only plan for war,
- It failed because the Germans were slowed down by the French and British and they failed to capture Paris.

I NEED TO KNOW:

Rules can be absolutist or relativist; consequential or deontological



Should I tell a lie to cover up my mistake?
Who do I ask to find out?

- **ABSOLUTISM** is a rule that is true in all situations. E.g. Killing is wrong.
- **RELATIVISM** is a judgement that depends on the circumstances. There is no universal right or wrong. E.g. Polygamy is acceptable in other cultures but not in the UK.



CONSCIENCE

HOLY BOOK

POPE/ CHIEF RABBI

PRIEST / RABBI

TRADITION/ DOCTRINE

CONSEQUENTIALISM VS DEONTOLOGICAL

Consequentialism is a view that whatever is right or wrong depends on the consequences.

Deontological means that some actions are right or wrong according to a set of rules.

I NEED TO KNOW:

How to describe yourself, invite someone out, Talk about social media, describe a date and a music event

Tu es comment?	What do you look like?
J'ai les cheveux ...	<i>I have ... hair</i>
blonds	<i>blond</i>
noirs	<i>black</i>
bruns	<i>brown</i>
roux	<i>red</i>
J'ai les yeux ...	<i>I have ... eyes</i>
<i>blue</i>	<i>bleus</i>
marron	<i>brown</i>
gris	<i>grey</i>
verts	<i>green</i>
Je suis beau/belle	<i>I am good looking/beautiful</i>

La fréquence	Frequency
quelquefois	<i>sometimes</i>
souvent	<i>often</i>
tous les jours	<i>every day</i>
tous les soirs	<i>every evening</i>
tous les weekends	<i>every weekend</i>
une fois/deux fois par semaine	<i>once/twice a week</i>

Qu'est-ce que tu fais sur Facebook?	What do you do on Facebook?
Je poste des messages à mes copains.	<i>I post messages to my friends.</i>
Je modifie mes préférences.	<i>I update my likes.</i>
Je regarde les photos de mes copains.	<i>I look at my friends' photos.</i>
Je commente des photos.	<i>I comment on photos.</i>
J'invite mes copains à sortir.	<i>I invite my friends out.</i>
Je fais des quiz.	<i>I do quizzes</i>

Où vas-tu le weekend?	Where do you go at the weekend?
Je vais ...	<i>I go ...</i>
au centre commercial.	<i>to the shopping centre.</i>
au centre de loisirs.	<i>to the leisure centre.</i>
au cinéma.	<i>to the cinema.</i>
au fastfood.	<i>to the fast-food restaurant.</i>
à la patinoire.	<i>to the ice rink.</i>
à la piscine.	<i>to the swimming pool.</i>

Mon caractère	My personality
Je suis ...	<i>I am ...</i>
drôle	<i>funny</i>
gentil(le)	<i>kind</i>
intelligent(e)	<i>intelligent</i>
lunatique	<i>moody</i>
sportif/sportive	<i>sporty</i>
timide	<i>shy</i>

Les mots essentiels	High-frequency words
oui	<i>yes</i>
non	<i>no</i>
j'ai	<i>I have</i>
je suis	<i>I am</i>
et	<i>and</i>
mais	<i>but</i>
ou	<i>or</i>
aussi	<i>also</i>

un peu	<i>a bit</i>
avec	<i>with</i>
qu'est-ce que ...?	<i>what ...?</i>
pourquoi?	<i>why?</i>
parce que	<i>because</i>
ce/cet	<i>this</i>
merci	<i>thank you</i>

I NEED TO KNOW:

How to describe yourself, invite someone out, Talk about social media, describe a date and a music event

Les invitations et les réactions	Invitations and reactions
Tu veux aller ...	<i>Do you want to go ...</i>
au cinéma /à la piscine?	<i>to the cinema/swimming pool?</i>
ce matin	<i>this morning</i>
cet après-midi	<i>this afternoon</i>
ce soir	<i>this evening</i>
demain (matin)	<i>tomorrow (morning)</i>
samedi (après-midi/soir)	<i>Saturday (afternoon/evening)</i>
Oui, je veux bien.	<i>Yes, I'd like to.</i>
D'accord.	<i>OK.</i>
Génial!	<i>Great!</i>
Pourquoi pas?	<i>Why not?</i>
Non, merci.	<i>No thanks.</i>
Tu rigoles!	<i>You're joking!</i>
J'ai horreur de ça!	<i>I hate that!</i>
Désolé(e), je ne peux pas.	<i>Sorry, I can't.</i>

Qu'est-ce que tu as fait samedi?	What did you do on Saturday?
J'ai dansé avec	<i>I danced with</i>
J'ai joué au bowling avec ...	<i>I went bowling with ...</i>
J'ai mangé un hamburger avec...	<i>I ate a hamburger with ...</i>
<i>I watched a DVD with ...</i>	J'ai regardé un DVD avec
Je suis allé(e) au cinéma avec ...	<i>I went to the cinema with ...</i>
<i>I went into town with ...</i>	Je suis allé(e) en ville avec ...
Je suis allé(e) à une fête avec ...	<i>I went to a party with ...</i>
C'était ...	<i>It was</i>
genial.	<i>great.</i>
romantique.	<i>romantic.</i>
sympa.	<i>nice.</i>
ennuyeux.	<i>boring.</i>
nul.	<i>rubbish.</i>
un désastre.	<i>a disaster.</i>

Au festival de musique	At the music festival
On a écouté toutes sortes de musiques.	<i>We listened to all sorts of music.</i>
On a chanté.	<i>We sang.</i>
On a dansé toute la soirée.	<i>We danced all night.</i>
On a mangé de la pizza.	<i>We ate pizza.</i>
On a regardé le concert surdes écrans géants.	<i>We watched the concert on giant screens.</i>
On a bien rigolé.	<i>We had a good laugh.</i>

Stratégie 1



Endings, not beginnings

When you want to work out what a verb means, look at the end of the word as well as the beginning.

regarder to watch (the infinitive)
regarde watch/watching (present tense)
regardé watched (past participle)

I NEED TO KNOW:

how to describe things you like, your week, films and birthday celebrations

Opiniones	Opinions
¿Qué cosas te gustan?	What things do you like?
¿Qué cosas te encantan /te chiflan?	What things do you love?
¿Qué cosas no te gustan (nada)?	What things do you not like (at all)?
Me gusta(n) (mucho)...	I like... (a lot).
Me encanta(n) / Me chifla(n)...	I love...
No me gusta(n) (nada)...	I don't like... (at all).
el deporte	sport
el dibujo	drawing
el fútbol	football
el racismo	racism
la música	music
la tele	TV
la violencia	violence
los animales	animals
los deberes	homework
los insectos	insects
los videojuegos video	games
las artes marciales	martial arts

En mi tiempo libre	In my free time
Soy miembro de un club (de judo).	I am a member of a (judo) club.
Soy miembro de un equipo.	I am a member of a team.
Soy miembro de un grupo.	I am a member of a group / band

¿Cuándo?	When?
los lunes / martes / miércoles / jueves	on Mondays / Tuesdays / Wednesdays / Thursdays
los fines de semana	at weekends
después del insti	after school

¿Cómo organizas tu semana?	How do you organise your week?
Bailo Zumba®.	I dance Zumba®.
Cocino para mi familia.	I cook for my family.
Escribo canciones.	I write songs.
Leo cómics / libros.	I read comics / books.
Monto en bici.	I ride a bike.
Saco fotos.	I take photos.
Toco el teclado.	I play the keyboard.
Veo un partido de fútbol.	I watch a football match

Expresiones de frecuencia	Expressions of frequency
una vez a la semana	once a week
dos veces a la semana	twice a week
a veces	sometimes
a menudo	often
siempre	always
(casi) todos los días	(almost) every day
todos los fines de semana	every weekend

Estrategia 1

Using the present tense

In this module you have revised two important irregular verbs – **ser** (to be) and **ir** (to go) – as well as the endings for regular verbs in the present tense.

How do you know if you *really* know a verb?

Ask yourself:

- Do I know what it means when I see it?
- Can I pronounce it?
- Can I spell it correctly?
- Can I use it in a sentence?



I NEED TO KNOW:

how to describe things you like, your week, films and birthday celebrations

Cartelera de cine	What's on at the cinema
¿Qué tipo de película es?	What type of film is it?
Es...	It is...
una comedia	a comedy
una película de acción	an action film
una película de animación	an animated film
una película de aventuras	an adventure film
una película de ciencia ficción	a science-fiction film
una película de fantasía	a fantasy film
una película de superhéroes	a superhero film
una película de terror	a horror film

¿Vas a menudo al cine?	Do you often go to the cinema?
Voy una vez al mes.	I go once a month.
Voy dos veces al mes.	I go twice a month.
Voy los domingos por la tarde.	I go on Sunday afternoons / evenings.
Voy los sábados por la mañana.	I go on Saturday mornings.

¿Qué tipo de películas te gustan?	What type of films do you like?
Me encantan las comedias.	I love comedies.
Me chiflan las películas de ciencia ficción.	I love science-fiction films.
No me gustan las películas de terror.	I don't like horror films.
Mi película favorita es...	My favourite film is...
Mi actor favorito es...	My favourite actor is...
Mi actriz favorita es...	My favourite actress is...

¿Cuándo vas a celebrar tu cumpleaños?	When are you going to celebrate your birthday?
mañana	tomorrow
la semana que viene	next week
el fin de semana que viene	next weekend
el mes que viene	next month
el nueve de febrero	on the ninth of February

¿Cómo vas a celebrar?	How are you going to celebrate?
Voy a hacer karting.	I am going to do go-karting.
Voy a ir a la bolera.	I am going to go bowling.
Voy a ir a un parque de atracciones.	I am going to go to a theme park.
Voy a jugar al paintball.	I am going to play paintball.
Voy a pasar la noche en casa con mis amigos/as.	I am going to have a sleepover at home
with my friends.	
Voy a sacar muchas fotos.	I am going to take lots of photos.
Vamos a montar en una montaña rusa.	We are going to ride a roller coaster.
Vamos a ver películas de terror	We are going to watch horror films.
¡Va a ser genial!	It's going to be great!

Palabras muy frecuentes	High-frequency words
casi	nearly, almost
primero	first
luego	then
después	afterwards
más tarde	later
o	or
y	and
pero	but
también	also
por supuesto	of course