Student Name:

**Knowledge Organiser: April 2025**

**Year 9**

*"Wise men and women are always learning, always listening for fresh insights."*
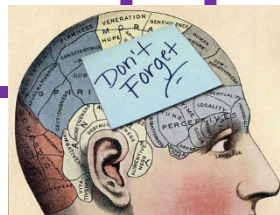*Proverbs 18:15 (The Message)*

Determination   –   Integrity   –   Ambition   –   Humility   –   Compassion

**Using Your Knowledge Organiser**

Your teachers have worked hard to produce this document for you and have selected the most important knowledge that you will need to know to make good progress in their subjects. **You should aim to learn all the information in your knowledge organiser off by heart.**

Try out some of the strategies listed here to help you achieve this.

1. Read the knowledge organiser and ensure you understand it. Try and make links between the information on it and what you already know and do.

2. Look, Cover, Write, Check – the traditional way of learning spellings!

3. Create a Mnemonic – Using the first letters of keywords create a memorable sentence or phrase.

4. Create an acronym – using the first letters of keywords to create a word to prompt you to remember all of the information.

5. Write it out in full on a blank version of the same format.

6. Write it out in note form, reducing it to key ideas or words. Try the same format but a smaller piece of paper.

7. Recreate the knowledge organiser as a series of images and words

8. Write a set of test questions for yourself using the organiser.
   - Answer these without the organiser the next day.
   - Swap your questions with a friend to increase challenge.
   - Turn your questions in to a game by putting them on cards and playing with friends.

9. Chunk the knowledge into smaller bitesize sections of around 5 pieces of information. Concentrate on mastering a chunk before you start on the next.

10. Try to make connections between the information and people you know. E.g. Visualise yourself trying these strategies with a specific teaching group.

11. Talk about the information on the knowledge organiser with another person. Teaching someone else about it helps us learn it.

12. Say the information out loud – rehearse it like learning lines for a play, or sing it as if you are in a musical!

**Year 9 Half term three key vocabulary**

| English | Maths | Science | RE |
|---|---|---|---|
| Colony | Quadratic | Displacement | Torah |
| Empire Windrush | Solve | Soluble | Synagogue |
| Tableau | Root | Insoluble | Judaism |
| Monologue | Factorise | pH scale | Belief |
| Euphemism | Sketch | Photosynthesis | Value |
| Acts | Index | Respiration | Commitment |
| Scenes | Base | Chloroplasts | Ashkenazi |
|  | Standard form | Chlorophyll | Sephardi |
|  |  | Stomata | identity |
|  |  | Limiting factor | Ark |

| History | Geography | Spanish | IT |
|---|---|---|---|
| Successor | Food Security | Noun | HTML |
| Illegitimate | Hydroponics | Adjective | CSS |
| Heir | New Green Revolution | Verb | JavaScript |
| Witan | Biotechnology | Connective | Web Design |
| Housecarls | Irrigation | Opinion verb | Usability |
| Cavalry | Organic Farming | Infinitive | Hyperlink |
| Danelaw | Permaculture | Frequency expression | Formatting |
| Earls | Urban Farming | Conjugate | Internet |
| Sub-regulus | Managed Fishing | Adjectival agreement | World Wide Web |
| Post Obitum |  | Wow phrase | Accessibility |
|  |  | Exclamation |  |

| PE | Drama | Dance | Art |
|---|---|---|---|
| Outwit | Segregation | Stimulus | Observational drawing |
| Opponents | Oppression | Motif development | Harmonious colours |
| Performance | Prejudice | Space | Genre |
| Efficiency | Discrimination | Relationships | Accuracy |
| Application | Inequality | Representational movement | Form |
| Tactics | Injustice | Symbolic movement | Collage |
| Fluency | Manipulation | Choreographer | Tone |
| Aesthetic | Dystopia | Dance appreciation | Media |
| Warm-up | Terrorism | Performance skills | Contrast |
| Cool-down | Liberation | Technique | Complementary colours |

| Technology | Food | Music | PSHE |
|---|---|---|---|
| Flush | Unleavened bread | Beat | Work placement |
| Tolerance | Complex carbohydrates | Metre | Colleague |
| Dowels | Gluten | Time signature | Workplace |
| Reinforce | Cereals – rye, wheat, oats, corn, rice | Bar | Reflection |
| Rebate | Function of carbohydrates | Barlines | Reference |
| Router | Deficiencies of carbohydrates | Double barline | Employer |
| Batches and mass production |  | Simple duple metre | Entrepreneur |
|  |  | Simple triple metre | Apprenticeship |
|  |  | Simple quadruple metre | Traineeship |
|  |  |  | Resilience |

**French**

| Noun | Adjective | Verb | Connective | Opinion verb | Infinitive | Frequency expression | Conjugate | Adjectival agreement | Wow phrase | Exclamation |
|---|---|---|---|---|---|---|---|---|---|---|

# Year 9 further reading lists Half Term 5 2024-2025

Use this reading list to build your knowledge around some of the topics you are studying this half term. All the books listed are available in the academy library. Speak to Mrs Jackson for more information.

| English | Geography | Religious Studies |
|---|---|---|
| Levey, Andrea, 2004 *Small Island* Tinder Press | Amson-Bradshaw, Georgia, 2018 *The Crops we grow* Wayland | David, Keren, 2020 *What We're Scared Of* Scholastic |
| **PE**<br><br>Amstutz, Lisa J, 2016 *The Science behind Athletics* Raintree<br><br>Gifford, Clive 2016 *Athletics* Franklin Watts<br><br>Gifford, Clive 2016, *Cricket* Franklin Watts<br><br>Hurley, Miachael, 2013 *Cricket* Raintree | Amson-Bradshaw, Georgia, 2018 *The Food we eat* Wayland<br><br>Dicker, Katie 2021 *Clean and Safe Water* Wayland<br><br>Green, Jen, 2013 *Food and Farming* Raintree | Ganeri, Anita, 2011 *Jewish Stories* Evans<br><br>Magloff, Lisa, 2004 *Jewish Synagogue* Atlantic Europe<br><br>Nuttall, Gina, 2010 *Judaism* Heinemann Library |
| **Science**<br><br>Latham, Donna, 2009 *Respiration and Photosynthesis* Raintree<br><br>Oxlade, Chris, 2008 *Material Changes and Reactions* Heinemann Library<br><br>Walker, Denise, 2006 *Green Plants*, Evans | **PSHE**<br><br>Mason, Paul, 2020 *The best ever jobs in technology* Wayland<br><br>Spilsbury, Richard, 2015 *I'm good at Music, what job can I get?* Wayland<br><br>Spilsbury, Richard, 2014 *I'm good at Sport, what job can I get?* Wayland | **History**<br><br>Bradbury, Jim, 2005 *The Battle of Hastings* Sutton<br><br>Hunter, Nick, 2016 *The split history of the Norman Conquest* Raintree<br><br>Parker, Phillip, 2010 *Normans and the Battle of Hastings* |

# Year 9 — English *'Small Island'* Play Adaptation, by Helen Edmundson

## 1. Key contextual information about *'Small Island'*:

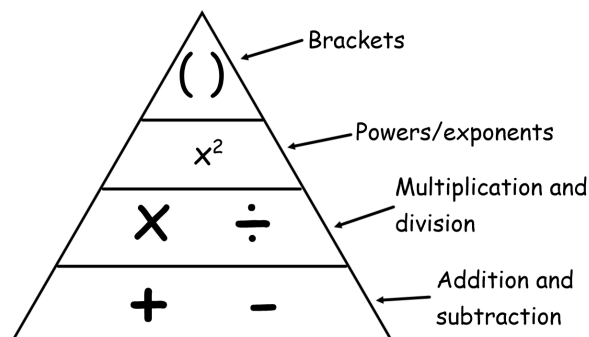| |
|---|
| Andrea Levy wrote the novel, 'Small Island'. It was published in 2004. |
| Helen Edmundson adapted the novel as a play in 2018. |
| The characters are **fictional** (imagined), but the story is based on the real experiences of Andrea Levy's parents who came to England on the Empire Windrush in 1948. |
| The story takes place in the 1920s, 1930s and 1940s. |
| Jamaica is an island in the Caribbean. Jamaica was a British colony for hundreds of years. |
| Britain enslaved Africans to work in the Caribbean. This made the British Empire wealthy. |
| Jamaicans are descended from native Caribbeans, European settlers and enslaved Africans who were captured and taken to the Caribbean by the British between 1655 and 1838. |
| Enslaved people became "freedmen" in 1838 but Jamaica was still ruled by Britain until 1962. |

## 2. Key Terminology and Subject Terminology:

| Term | Definition |
|---|---|
| Colony | A **colony** is a place that is ruled by a more powerful nation. |
| Empire Windrush | The **Empire Windrush** was a ship. It arrived in Britain in 1948. It carried 1000 Caribbean people looking for opportunities in Britain. British Caribbeans who came to Britain after the Second World War are often called the Windrush Generation. |
| Tableau | A **tableau** is when some of the actors freeze in the middle of the action. A tableau reveals a character's thoughts or feelings at a particular moment. |
| Monologue | A **monologue** is the thoughts of a person spoken aloud to themselves. |
| Euphemism | A **euphemism** is a phrase that hides another meaning, usually a negative one. |
| Acts | **Acts** are large portions of a play. They contain main actions and reveal the conflicts, complications, climaxes, and resolutions. |
| Scenes | **Scenes** are how acts are structured in plays. A change in scene shows a change in place or a change in time. |

## 3. Main Characters :

| | |
|---|---|
| Hortense | Hortense is a Jamaican woman. As a child, she is given away by her mother in the hope that she has a better life. She is clever and proud. She likes to behave in a 'proper' manner. Hortense and Michael are friends. Her ambition is to become a teacher. |
| Queenie | Queenie is an English woman. She grew up on a farm in the north of England. She moves to London to work for her glamorous aunt. Queenie is independent, brave and kind. Her ambition is to feel romance. |
| Gilbert | Gilbert is a Jamaican man. His ambition is to become a lawyer in England. Like Michael, he joins the RAF during The Second World War. He wants to become a gunner in a plane. Instead, he drives coal trucks in rural England. Gilbert is intelligent, charming and kind. |
| Bernard | Bernard is an English man. Bernard is quiet, nervous and old-fashioned. His ambition is to impress Queenie. He lives in London with his father, Arthur. Arthur fought in the First World War and has been traumatised. |

## 4. Responding to an essay question:

| | |
|---|---|
| Topic sentence | Answer the question, say something accurate, focus on one thing. |
| Evidence | When is this shown in the play and what impact does it have on their life and the lives of others? Use a quotation if you can. |
| Explain | What does this suggest about the character? Why? |
| Effect on the audience | How would this this make the reader/audience think/feel and why? |
| Context | Write about the author/playwright's intentions. Why did they write it? What history influenced the actions of the characters? What is the important background information? |

## Order of Operations

- Brackets
- ( )
- $x^2$ — Powers/exponents
- $\times$   $\div$ — Multiplication and division
- $+$   $-$ — Addition and subtraction

## Inverse Operations

$+ \longleftrightarrow -$

$\times \longleftrightarrow \div$

$\square^2 \longleftrightarrow \sqrt{\square}$

$\square^3 \longleftrightarrow \sqrt[3]{\square}$

### Multiplying Integers
If the signs are the same, the result is positive.

$+ \times + = +$     $- \times - = +$

$+ \times - = -$     $- \times + = -$

### Adding Negative Numbers

| | |
|---|---|
| + add + | Add the numbers; end result is a positive E.g. 3 + 5 = 8 |
| + add − | Find the difference between the numbers; end result takes the sign of the number with largest magnitude. E.g. 3 + - 5 = -2 |
| − add − | Add the integers; end result is a negative -3 + -5 = -8 |

### Square Numbers

$1 \times 1$ or $1^2 = 1$
$2 \times 2$ or $2^2 = 4$
$3 \times 3$ or $3^2 = 9$
$4 \times 4$ or $4^2 = 16$
$5 \times 5$ or $5^2 = 25$
$6 \times 6$ or $6^2 = 36$
$7 \times 7$ or $7^2 = 49$
$8 \times 8$ or $8^2 = 64$
$9 \times 9$ or $9^2 = 81$
$10 \times 10$ or $10^2 = 100$
$11 \times 11$ or $11^2 = 121$
$12 \times 12$ or $12^2 = 144$

### Cube Numbers

$1^3 = 1 \times 1 \times 1 = 1$
$2^3 = 2 \times 2 \times 2 = 8$
$3^3 = 3 \times 3 \times 3 = 27$
$4^3 = 4 \times 4 \times 4 = 64$
$5^3 = 5 \times 5 \times 5 = 125$

### Column Addition

29
+ 35
64

9+5=14
14 is more than 10!

### Column Subtraction

64
- 27
37
= 14

(10+4=14)

### Written methods

## Multiplication (Grid method)

$26 \times 5$

| ✖ | 20 | 6 |
|---|---|---|
| 5 | 100 | 30 |

The 26 is broken into 20 and 6. These numbers are multiplied as shown.
The results are then added, 100 + 30 = 130.

## Division (Bus stop)

$186 \div 6$

0 3 1
6 ) 1 ¹8 6

6 doesn't divide into 1, so the 1 carries.
6 divides into 18, 3 times.
6 divides into 6, once.

### Rounding (to different degrees of accuracy)

**\* 5 and above rounds up \***

24.356   To the nearest integer (whole number)

24

24.356   To 3 significant figures (starting at first non-zero digit)

24.4

24.356   To 2 decimal places (digits after the decimal point)

24.36

Draw in your line then check the number to the right

## Subject terminology

| | |
|---|---|
| Quadratic | An algebraic expression in the general form $ax^2 + bx + c$ |
| Solve | To find the value of the unknown |
| Root | The roots of a quadratic are where the graph intercepts the x axis |
| Factorise | To write an expression as a product of its factors using brackets |
| Sketch | To draw a quick, less accurate picture of a graph, usually showing the general shape and intercepts |
| Index | How many times the base is multiplied by itself. Also called a power or exponent |
| Base | A number or variable which is raised to a power |
| Standard form | A number written in the form A x 10ⁿ, where 1≤A<10 and n cannot be a decimal/fraction |

### Expanding double brackets $ax^2 + bx + c$

**a = 1**

Expand & Simplify:

$(x + 3)(x - 2)$

| × | $x$ | $+3$ |
|---|---|---|
| $x$ | $x^2$ | $+3x$ |
| $-2$ | $-2x$ | $-6$ |

$x^2 + 3x - 2x - 6$

$x^2 + x - 6$

**a > 1**

Expand & Simplify:

$(2x + 3)(x - 4)$

| × | $2x$ | $+3$ |
|---|---|---|
| $x$ | $2x^2$ | $+3x$ |
| $-4$ | $-8x$ | $-12$ |

$2x^2 + 3x - 8x - 12$

$2x^2 + 5x - 12$

### Solving Quadratics

We have 3 methods we can use to solve a quadratic

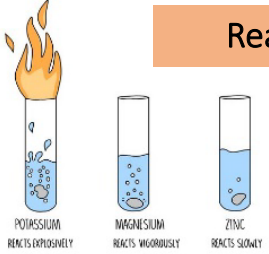Example: Solve $x^2 + 9x + 20 = 0$ and sketch the graph of $x^2 + 9x + 20$

| Name | Method | Example |
|---|---|---|
| Factorising | 1) Find a pair of numbers (a and b) which add to make the coefficient of x and multiply to make the constant term<br>2) Write in the form (x+a)(x+b)=0<br>3) The roots are x = -a and x = -b | $x^2 + 9x + 20 = 0$<br>$(x + 4)(x + 5) = 0$<br>$x = -4 \, or \, x = -5$ |
| Completing the square | 1) Write in completed square form, (x + p)² + q = 0<br>2) Solve for x | $x^2 + 9x + 20 = 0$<br>$(x + 4.5)^2 - 0.25 = 0$<br>$(x + 4.5)^2 = 0.25$<br>$x + 4.5 = \pm 0.5$<br>$x = -4 \, or \, x = -5$ |
| Quadratic formula | 1) Substitute coefficients into formula<br>$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$<br>2) Solve for x | $x^2 + 9x + 20 = 0$<br>$x = \frac{-9 \pm \sqrt{9^2 - 80}}{2}$<br>$x = -4 \, or \, x = -5$ |

To sketch, we need to know the general shape and the intercepts of the graph.

The x-intercepts are the roots of the equation, found by solving when the quadratic expression equals zero

We know that $x^2 + 9x + 20$ is a parabola with a y-intercept of 20 and x intercepts of -4 and -5
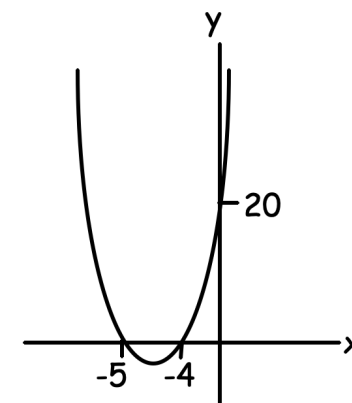
## Reactivity

The reactivity series allows us to predict how metals will react.

A more reactive metal will displace a less reactive metal from a compound.

Oxidation is the loss of **electrons** from a substance. It is also the gain of oxygen by a substance.

**Reduction** is the gain of electrons by a substance. It is also the loss of oxygen from a substance.

increasing reactivity

| potassium sodium calcium magnesium aluminium | More reactive than carbon Extracted by electrolysis |
| carbon | |
| zinc iron tin lead hydrogen | Less reactive than carbon Extracted by reduction |
| copper silver gold platinum | Very unreactive Found in their native state |

POTASSIUM REACTS EXPLOSIVELY   MAGNESIUM REACTS VIGOROUSLY   ZINC REACTS SLOWLY

## Acid, Alkali and Neutralisation

pH  0  1  2  3  4  5  6  7  8  9  10  11  12  13  14

STRONGLY ACIDIC    WEAKLY ACIDIC    NEUTRAL    WEAKLY ALKALINE    STRONGLY ALKALINE

When acids dissolve in water they produce hydrogen ions, $H^+$.

$$HCl(aq) \rightarrow \textbf{H}^+\textbf{(aq)} + Cl^-(aq)$$

When alkalis dissolve in water they produce hydroxide ions, $OH^-$.

$$NaOH(aq) \rightarrow Na^+(aq) + \textbf{OH}^-\textbf{(aq)}$$
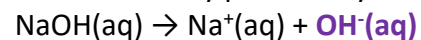
When the $H^+$ ions from an acid react with the $OH^-$ ions from an alkali, a **neutralisation** reaction occurs to form water. This is the equation for the reaction:

$$H^+(aq) + OH^-(aq) \rightarrow H_2O(l)$$

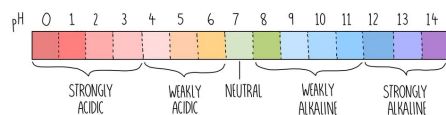| Key Word | Definition |
|---|---|
| Displacement | A reaction where a more reactive element takes the place of a less reactive element in a compound |
| Soluble | A substance that can dissolve in a solvent |
| Insoluble | A substance that will not dissolve in a solvent |
| pH scale | A scale which shows how strongly acid or alkali a substance is |

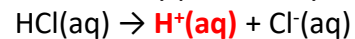## Required practical – making a pure dry sample of a <u>soluble salt</u>

1 HEAT ACID UNTIL WARM, THEN ADD METAL / BASE / CARBONATE, STIRRING CONSTANTLY UNTIL IT STOPS DISAPPEARING

INSOLUBLE METAL / BASE / CARBONATE

BEAKER

STIRRING ROD

WARM DILUTE ACID

HEAT

2 FILTER MIXTURE TO REMOVE EXCESS BASE, TRANSFER SOLUTION TO EVAPORATING BASIN

EXCESS BASE AND SOLUTION

FILTER PAPER

FILTER FUNNEL

EVAPORATING BASIN

SOLUTION CONTAINING THE SALT (FILTRATE)

3 EVAPORATING WATER FROM SOLUTION USING A BUNSEN BURNER UNTIL CRYSTALS APPEAR.

EVAPORTING BASIN

SOLUTION BECOMING MORE CONCENTRATED

HEAT

4 REMOVE EVAPORATING BASIN FROM HEAT AND ALLOW FILTRATE TO DRY AND CRYSTALIZE

CRYSTALS

## Metal reactions

Metal + Oxygen → Metal Oxide
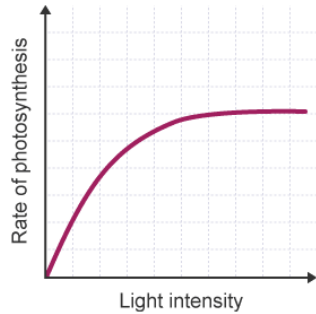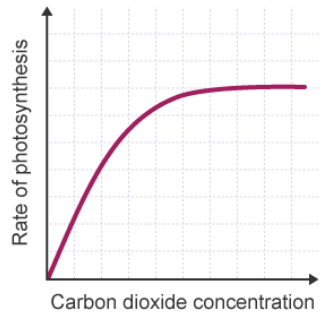
Metal + Acid → Salt + Hydrogen

Metal Carbonate + Acid → Salt + Carbon Dioxide

Base (alkali) + Acid → Salt + Water

## Limiting factors of photosynthesis

Increasing light intensity increases rate of photosynthesis until another factor becomes the limiting factor at which point rate of photosynthesis will level out.

Increasing carbon dioxide concentration increases rate of photosynthesis until another factor becomes the limiting factor at which point rate of photosynthesis will level out.
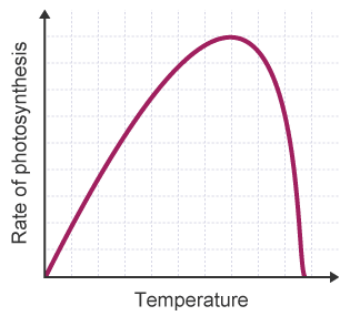
Increasing temperature will increase rate oh photosynthesis until temperature reaches above 37 degrees, at this point the enzymes involved denature and photosynthesis will stop.

| Subject Terminology | Definition |
|---|---|
| Photosynthesis | The process by which plants use light energy to make glucose |
| Respiration | The process by which living organisms use oxygen and glucose to make energy |
| Chloroplasts | The organelles in which photosynthesis occurs |
| Chlorophyll | The green pigment found in chloroplasts |
| Stomata | The pores found on the bottom of leaves which open and close to allow gasses to diffuse in and out |
| Limiting factor | A factor which determines the rate of photosynthesis when all the others are readily available |
| Starch | The insoluble substance made when glucose needs to be stored in a plant so it can be used when respiration cannot take place |
| Xylem | The organelle used to transport water up the plant |
| Iodine | The reagent used to test for starch in leaves |

## Adaptations of a leaf for photosynthesis
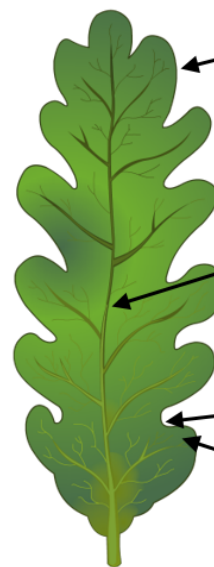
- **thin** – this allows gases to reach cells easily

- **wide and flat** – this create a large surface area to absorb as much light as possible

- **veins (xylem)** – these carry water to the cells and carry glucose away and also support leaves

- **stomata** – these are pores on the underside of leaves through which gases move in and out.

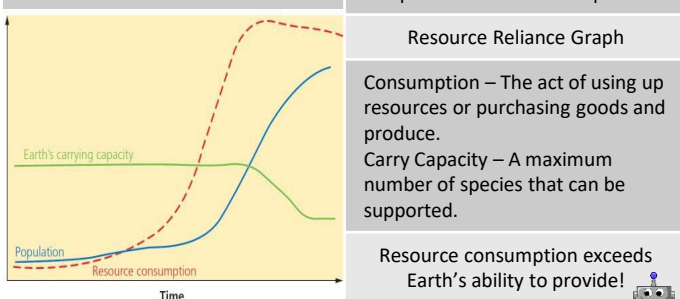- **guard cells** – inflate to close the stomata and deflate to open the stomata

## Testing for starch
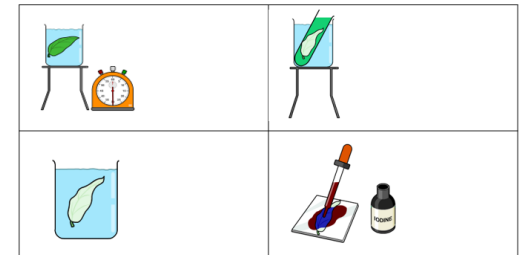
1. heat a plant leaf in boiling water for 30 seconds (this stops its chemical reactions)

2. heat it in boiling ethanol for a few minutes (this removes most of its colour)

3. wash with water and spread onto a white tile

4. add iodine solution from a dropping pipette. Any parts of the leaf containing starch will turn blue/black

## Resource Challenges

Resources are things that humans require for life or to make our lives easier. Humans are becoming increasingly dependent on exploiting these resources, and as a result they are in high demand.

### Significance of Water

Resources such as food, energy and water are what is needed for basic human development.

| FOOD | WATER | ENERGY |
|---|---|---|
| Without enough nutritious food, people can become malnourished. This can make them ill . This can prevent people working or receiving education. | People need a supply of clean and safe water for drinking, cooking and washing. Water is also needed for food, clothes and other products. | A good supply of energy is needed for a basic standard of living. People need light and heat for cooking or to stay warm. It is also needed for industry. |

### Demand outstripping supply

The demand for resources like food, water and energy is rising so quickly that supply cannot always keep up. Importantly, access to these resources vary dramatically in different locations

#### 1. Population Growth

- Currently the global population is 7.3 billion.
- Global population has risen exponentially this century.
- Global population is expected to reach 9 billion by 2050.
- With more people, the demand for food, water, energy, jobs and space will increase.

#### 2. Economic Development

- As LICs and NEEs develop further, they require more energy for industry.
- LICs and NEEs want similar lifestyles to HICs, therefore they will need to consume more resources.
- Development means more water is required for food production as diets improve.
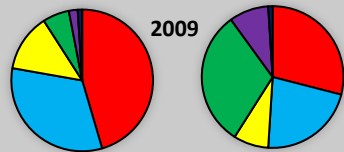
#### Resource Reliance Graph

Consumption – The act of using up resources or purchasing goods and produce.
Carry Capacity – A maximum number of species that can be supported.

Resource consumption exceeds Earth's ability to provide!

#### 3. Changing Technology and Employment

- The demand for resources has driven the need for new technology to reach or gain more resources.
- More people in the secondary and tertiary industry has increased the demand for resources required for electronics and robotics.
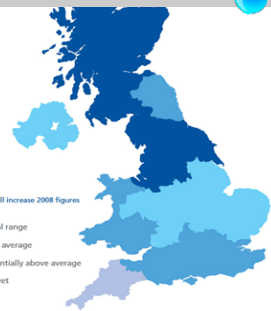
## Food in the UK

### Growing Demand

- The UK imports about 40% of its food. This increases people's carbon footprint.
- There is growing demand for greater choice of exotic foods needed all year round.
- Foods from abroad are more affordable.
- Many food types are unsuitable to be grown in the UK.

### Impact of Demand

Foods can travel long distances (food miles). Importing food adds to our carbon footprint.
+ Supports workers with an income
+ Supports families in LICs.
+ Taxes from farmers' incomes contribute to local services.
- Less land for locals to grow their own food.
- Farmers exposed to chemicals.

### Agribusiness

Farming is being treated like a large industrial business. This is increasing food production.
+ Intensive faming maximises the amount of food produced.
+ Using machinery which increases the farms efficiency.
- Only employs a small number of workers.
- Chemicals used on farms damages the habitats and wildlife.

### Sustainable Foods

Organic foods that have little impact on the environment and are healthier have been rising.
Local food sourcing is also rising in popularity.
- Reduces emissions by only eating food from the UK.
- Buying locally sourced food supports local shops and farms.
- A third of people grow their own food.

## Unit 2c

## The Challenge of Resource Management

AQA

## Energy in the UK

### Growing Demand

The UK consumes less energy than compared to the 1970s despite a smaller population. This is due to the decline of industry.

### Energy Mix

The majority of UK's energy mix comes from fossil fuels. By 2020, the UK aims for 15% of its energy to come from renewable sources. These renewable sources do not contribute to climate change.

### Changes in Energy Mix

- 75% of the UK's oil and gas has been used up.
- Coal consumption has declined.
- UK has become too dependent on imported energy.

**2009** **2020**

| Oil | Gas | Renewable |
|---|---|---|
| Nuclear | Coal | Other |

## Water in the UK

### Growing Demand

The average water used per household has risen by 70%. This growing demand is predicted to increase by 5% by 2020.
This is due to:
- A growing UK population.
- Water-intensive appliances.
- Showers and baths taken.
- Industrial and leisure use.
- Watering greenhouses.

### Deficit and Surplus

The north and west have a water surplus (more water than is required).
The south and east have a water deficit (more water needed than is actually available).
More than half of England is experiencing water stress (where demand exceeds supply).

### Pollution and Quality

Cause and effects include:
- Chemical run-off from farmland can destroy habitats and kills animals.
- Oil from boats and ships poisons wildlife.
- Untreated waste from industries creates unsafe drinking water.
- Sewage containing bacteria spreads infectious diseases.

### Water stress in the UK

Average rainfall increase 2008 figures
Normal range
Above average
Substantially above average
Very wet

### Management

UK has strict laws that limits the amount of discharge from factories and farms.
Education campaigns to inform what can be disposed of safety.
Waste water treatment plants remove dangerous elements to then be used for safe drinking.
Pollution traps catch and filter pollutants.

### Water Transfer

Water transfer involves moving water through pipes from areas of surplus (Wales) to areas of deficit (London).
Opposition includes:
- Effects on land and wildlife.
- High maintenance costs.
- The amount of energy required to move water over long distances.

## Energy in the UK (continued)

### Significance of Renewables

+ The UK government is investing more into low carbon alternatives.
+ UK government aims to meet targets for reducing emissions.
+ Renewable sources include wind, solar and tidal energy.
- Although infinite, renewables are still expensive to install.
- Shale gas deposits may be exploited in the near future

### Exploitation

| | |
|---|---|
| Nuclear | New plants provide job opportunities. Problems with safety and possible harm to wildlife. Nuclear plants are expensive. |
| Wind Farm | Locals have low energy bills. Reduces carbon footprint. Construction cost is high. Visual impacts on landscape. Noise from wind turbines. |

# Option 1: FOOD

**Food Security is when people at all times need to have physical & economic access to food to meet their dietary needs for an active & healthy life. This is the opposite to Food Insecurity which is when someone is unsure when they might next eat.**

| Human | Physical |
|---|---|
| • Poverty prevents people affording food and buying equipment.<br>• Conflict disrupts farming and prevents supplies.<br>• Food waste due to poor transport and storage.<br>• Climate Change is affecting rainfall patterns making food production difficult. | • The quality of soil is important to ensure crops have key nutrients.<br>• Water supply needs to be reliable to allow food to grow.<br>• Pest, diseases and parasites can destroy vast amounts of crops that are necessary to populations.<br>• Extreme weather events can damage crops (i.e. floods). |

| Increasing Food Supply | C.S. Almeria, Spain |
|---|---|
| Hydroponics - A method of growing plants without soil. Instead, they use nutrient solution.<br>New Green Revolution - Aims to improve yields in a more sustainable way. Involves using both GM varieties and traditional and organic farming.<br>Biotechnology - Genetically modified (GM) crops changes the DNA of foods to enhance productivity and properties.<br>Irrigation - Artificially watering the land so crops can grow. Useful in dry areas to make crops more productive. | Located in Almeria, the site involves huge greenhouses using hydroponics.<br><br>Advantages: low energy costs due to year-round warm weather. Jobs created in the local area. Produce is cheaper for the consumers. Multiplier effect has happened in the area.<br><br>Disadvantages: waste is a big issue in and around Almeria. Natural water sources are being used faster than they can be replaced. Natural ecosystems have been destroyed by the greenhouses. |

| Sustainable Food Supply | C.S. NEE- Jamalpur, Bangladesh Rice and Fish Farming |
|---|---|
| This ensures that fertile soil, water and environmental resources are available for future generations.<br><br>Organic Farming - The banned use of chemicals and ensuring animals are raised naturally.<br>Permaculture - People growing their own food and changing eating habits. Fewer resources are required.<br>Urban Farming - Planting crops in urban areas. i.e. roundabouts.<br>Managed Fishing – Includes setting catch limits, banning trawling and promoting pole and line methods. | **Rice and fish are cultivated in the same field. The fish eat pests and weeds which allows to rice to thrive as well as producing fertiliser from their waste.**<br><br>Advantages<br>The fish provides a valuable supply of protein for the local people, so improving their health.<br>The increased rice yield not only helps to feed the farmers' families, but also provides a surplus to sell at market, so increasing their incomes.<br>This sustainable method of farming increases food production without the use of increased artificial chemicals or impacting on the local environment<br><br>Disadvantages<br>Very small scale so only a small number of farmers can benefit.<br>Takes a long time to set up.<br>Farms can easily be damaged or destroyed by flooding. |

## England before 1066

Sophisticated and civilised society with approximately 2 million inhabitants.
Religion was key feature and everyone followed Catholic Christianity.
What the Church said was absolute fact.
King Edward the Confessor had ruled since 1042 and his reign had been stable and peaceful.
Prior to this, England had been ruled by Edward's half brother, Harthacnut, whose father was Danish (This is why we see so many claimants to the throne later on).
The Godwin's were a powerful ruling family in Norman England controlling a large area of England in 1066.

## Lay of the land

Most of the southern half of England was covered iin forest. There were small villages where the forest had been cleared and land was farm.

England was very wealhy and was often a target for foreign raiders such as Vikings. It had many natural resources which meant tht it could establish good trade links with other countires. Previous kings had encouraged more trade with Scandinavian countries. King Edward had been brought up in Normandy, so England had strong trade links with France as well.
England had a sophisticatd minting system – it made its own coins.

## Society

The population was organised into a hierarchy.
People were ordered by their level of importance with the King at the top, followed by the Church and the Earls, and the peasants at the bottom.
The King and Earls had around 2500 – 3000 housecarls. The Earls could call upon their peasants to fight for them when neccassary.

## Relgion

Anglo-Saxons wer very religious people and were all Christians who followed the Roman Catholic religion. The head of the Roman Catholic Church was the Pope and he lived in the Vatican in Rome. Catholics believed that the Pope was God's personal representative on earth.

## TECHNICAL VOCABULARY

| | |
|---|---|
| Successor | The person who should take over as King after he dies. |
| Illegitimate | A child who is not the product of a formal marriage. |
| Heir | The next in line to the throne. |
| Witan | The King's Council whose primary function was to advise the King. |
| Housecarls | Full time professional soldiers in the Saxon army. |
| Cavalry | Highly trained and well equipped soldiers on horseback |
| Danelaw | Area of England in which the laws of the Danes held sway and dominated those of the Anglo-Saxons. |
| Earls | England was divided into Earldoms, areas of land ruled by powerful earls. These earls took orders form the King but some were as powerful as the King himself. |
| Sub-regulus | A deputy king. |
| Post Obitum | A designation or bequest of a Throne. |

## William prepares to invade:

When Edward the Confessor died on the 5th Jan 1066, Harold Godwinson was crowned King of England the very next day.
William started to **mobilise his forces in preparation for the invasion of England** as soon as he found out.
**Support from God:** A Papal banner was given to William meaning that William had the Pope's support. It was now a Holy War.
**Military Preparations:** William did not have a navy so built a number of fat-bottomed boat that could transport hores. Weapons were created and 'flat-pack' castles were made. Men were recruited from all over France. Recrutis joined because of the Papal Banner but also because they were promised land and riches. 8000 men joined.
**Getting across the Channel:** Ships and men were gathered for a long period of time but they were well looked after. Willliam also made sure that his fleet left at the most approriate place for England (River Somme to Pevensey).

## Harald Hardrada Invades

September 1066 saw Harold Hardrade invade Engalnd. He sailed up the River Humber with 300 ships and landed 10 miles away from the city of York.
Earls Edwin and Morcar were witing for him with the Northern army and attempted to prvevent them from advancing to York. This became known as the **Battle of Fulford Gate**.
**Battle of Stamford Bridge:** King Harold had to move fast to deal with the Viking invasion. He travelled North with his private army and gathered forces as he went. **He travelled 190 miles in four days**. Hardraada and his troops were caught out by Harold's attack. They had not expected Harold to reach Stamford Bridge so quickly. Althought this was a victory for King Harold it was going to be short lived.
Three days ater he had to race south to deal with Williams invasion and **fight in the Battle of Hastings**.


▲ A  The battleground at Hastings at 9am

| King Cnut | Edward the Confessor | Edgar Aetheling | Harold Godwinson | William, Duke of Normandy | Harold Hardraada |
|---|---|---|---|---|---|
| Launched a campaign agasint England in 1015 and killed many English leaders. Agreed to split the Kingdom in two. By 1017 confirmed as King of all England. Divided England into Earldoms. | A highly devout Chritian King who stablised the Kingdom in times of trouble. Was responsible for causing the troubles of 1066 as he had no children and therefore no one to become his successor. | Closest blood reltive to Edward but he was only 14 years old and did not have much support or military experience. Edgar was an Anglo-Saxon so was supported by many earls. He was known as an outlaw as after 1066 he led many rebellions against the Normans. | Richest man in Engalnd, a skillful miltary leader and had the support of the Witan. Made King the day after Edward died. He was the most mportant earl in England (Earl of Wessex) and had acted as 'sub-regulus' for Edward. | Distant cousin of Edward. Had sent troops to help against Godwin's rebelliion. Proven warrior with military success. Edward had been raised in Normandy and Willaim claimed that Edward promised him the throne earlier in his reign. | King of Norway. Powerful and successful Viking. He believed the Throne was his due to his fathers claim. A famous warrior and experienced ruler. Has support from people in the North of England. |

# Norman England
## HISTORICAL SUBSTANTIVE CONCEPTS

**MONARCHY**

William the Conqueror was supported by the Pope for his conquest of England. William the Conqueror was successful in his quest to become King of England and held the position until 1087. Upon his death his son, William II succeeded him, however he had a complex relationship with the Pope and his Archbishop Anselm over abuses of the Church. This continued with Henry I who succeeded William II.

**RELIGION**

All people in Europe during the Norman period was Catholic and the head of the Catholic church is the Pope. He wanted to reform Religion in England as he believed it war corrupt. He supported William's invasion by giving him the Papal Banner. Archbishop Lanfranc set about Reforming the church in England.
-

**INVASION**

The Norman conquest of England can be viewed as a Religious invasion as the Pope granted William of Normandy the Papal Banner. This meant many soldiers were drawn to William to fight for God in a "holy war".

**POLITICAL REFORM**

Norman bishops and Archdeacons influenced the messages people heard about the King and God. A quarter of all land was held by the Church, which gave these people lots of power and control.

**IDEOLOGY**

The Normans wanted to remove corruption from within the Church in England. This meant the church underwent many reforms to bring them more into line with European religion.

**CONFLICT**

The Battle of Stamford Bridge and the Battle of Hastings both occurred in 1066.
These two battles determined who would be King of England.

**REVOLUTION**

Once he became King of England, William faced many revolutions from the Anglo-Saxons. Some of the most notably are as follows:
**The Revolt of Edwin and Morcar** 1068
**Edgar Aethling Rebellions in the North** 1069
**The Harrying of the North** 1069-70
**Hereward the Wake and rebellion at Ely** 1070 - 1071
**The Revolt of the Earls** 1075

**TAX & ECONOMY**

The Norman Church would charge penance for people to remove their sins. This was payment throughout either money or actions, which meant the Church would be very wealthy. Many individuals left the Church money and land after they died so they could be prayed for in the afterlife.

**Décris toi-même. Qu'est-ce que tu penses de ta famille ? Qui serait ton partenaire idéale ?**

| OPINION | NOUN |
|---|---|
| J'adore = I love | mon père = my dad |
| J'apprécie = I love | ma mère = my mum |
|  | mes parents= my parents |
|  | mon frère = my brother |
| J'aime beaucoup = I really like | ma sœur = my sister |
| J'aime = I like | mon grand-père = my granddad |
|  | ma grand-mère = my grandma |
| Ça m'est égal = I don't care about | mon oncle = my uncle |
|  | ma tante = my aunt |
| Je n'aime pas = I don't like | mon neveu = my nephew |
| Je n'aime pas du tout = I really don't like | ma nièce = my niece |
|  | mon cousin = my cousin (m) |
|  | ma cousine = my cousin (f) |
| Je déteste = I hate | mon beau-père = my stepdad |
|  | ma belle-mère = my step mum |
|  | ma belle-sœur = my stepsister |
| Je m'entends bien avec = I get on with | mon petit-ami = my boyfriend |
| Je ne m'entends pas avec = I don't get on with | mon beau-frère = my stepbrother |
| Je ne supporte pas = I can't bear | |

| CONNECTIVE because | Verb | Time expression | ADJECTIVE |
|---|---|---|---|
| parce que = because | Je suis = I am<br>Tu es = you are<br>Il/elle est = he/she is<br>Nous sommes = we are<br>Vous êtes = you (plural) are<br>Ils/elles sont= they are | toujours = always<br>presque toujours = almost always<br>normalement = normally<br>souvent = often<br>en général = generally<br>d'habitude = generally<br>quelquefois = sometimes<br>parfois = sometimes<br>rarement = rarely<br>de temps en temps = from time to time<br>presque jamais = almost never<br>jamais = never | drôle = funny |
| | | | amusant(e) = fun |
| | | | mur(e) = mature |
| | | | gentil(le) = caring |
| car = because | | | sympa = kind |
| | | | désagréable = unpleasant |
| | | | ennuyeux(se) = boring |
| | | | ambitieux(se) = ambitious |
| | | | modeste = modest |
| puisque = since | | | méchant(e) = naughty |
| | | | sincère = sincere |
| | | | embêtant(e) = annoying |
| | | | parresseux(se) = lazy |
| | | | triste = sad |
| | | | fidèle = loyal |
| | | | fort(e) = strong |
| | | | heureux(se) = happy |
| | | | bavard(e) = chatty |
| | | | égoïste = selfish |

| VERB | NOUN | ADJECTIVE | |
|---|---|---|---|
| J'ai = I have<br>Tu as = you have<br>Il/elle a = he / she has<br>Nous avons = we have<br>Vous avez = you (plural) have<br>Ils/elles ont = they have | les yeux = eyes | marron = brown<br>bleu(e) = blue | vert(e) = green<br>gris(e) = grey |
| | les cheveux = hair | blonds = blond<br>châtains = brown<br>bruns = dark brown<br>roux = ginger<br>longs = long | courts = short<br>raides = straight<br>ondulés = wavy<br>bouclés = curly |
| Je suis = I am<br>Tu es = you are<br>Il est = he / she is<br>Nous sommes = we are<br>Vous êtes = you (plural) are<br>Ils/elles sont = they are | un peu = a bit<br>assez = quite<br>très = very | grand(e) = tall<br>petit(e) = short<br>mince = slim<br>gros(se) = fat<br>grand(e) = big<br>petit(e) = small | beau (belle) = good looking<br>laid(e) = ugly<br>chauve = bald<br>jeune = young<br>vieux (vieille) = old |

| Future Tense – If Clauses | | | | | | | |
|---|---|---|---|---|---|---|---|
| If clause starter | Noun | Verb | Noun/Adjective | Connective | In my opinion | I think that it is | Adjective |
| Si j'ai beaucoup d'argent = If I have a lot of money<br>Si j'ai assez d'argent = If I have enough money<br>Si j'ai de la chance = If I am lucky<br>Si j'ai l'occasion = If I have the opportunity<br>Si je peux = If I can | je = I | resterai = will stay | célibataire = single | parce que | à mon avis | | génial = great<br>fantastique = fantastic<br>reposant = relaxing<br>merveilleux = great<br>animé = lively<br>difficile = difficult<br>facile = easy<br>divertissant = entertaining<br>amusant(e) = fun<br>(dés)agréable = (un)pleasant<br>ennuyeux(se) = boring<br>ambitieux(se) = ambitious<br>embêtant(e) = annoying<br>important = important |
| | | me marierai = will marry | heureux = happily | | | je pense que c'est | |
| | mon petit-ami (idéal) = my (ideal) boyfriend | sera = will be | sympa = kind<br>beau/belle = handsome/beautiful<br>confidant = confident | car | selon moi | je considère que c'est<br><br>je crois que c'est<br><br>il me semble que c'est | |
| | ma petite-ami (idéale) = my (ideal) girlfriend | se comportera = will behave | bien = well | | pour moi | ce sera = it will be | |
| | mon/ma partenaire (idéal) = my (ideal) partner | aura = will have | une barbe = a beard<br>les yeux bleus = blue eyes<br>les cheveux bruns = brown hair | puisque | | ce ne sera pas = it will not be | |
| | mon mari (idéal) = my (ideal) husband | | | | en ce qui me concerne | ce serait = it would be | |
| Si j'avais beaucoup d'argent = If I had a lot of money<br>Si j'avais assez d'argent = If I had enough money<br>Si j'avais de la chance = If I was lucky<br>Si j'avais l'occasion = If I had the opportunity<br>Si je pouvais = If I could | je = I | resterais = would stay | célibataire = single | | | ce ne serait pas = it would not be | |
| | ma femme (idéale) = my (ideal) wife | me marierais = would marry | heureux = happily | | | | |
| | ma famille (idéale) = my (ideal) family | serait = would be | chauve = bald<br>modeste = modest<br>musclé = muscly | | | | |
| | mon enfant (idéal) = my (ideal) child | se comporterait = will behave | bien = well | | | | |
| | | aurait = would have | les yeux verts = blue eyes<br>les cheveux blonds = blond hair | | | | |

| OPINION | NOUN |
|---|---|
| Me encanta(n) = I love | mi padre = my dad |
| Me chifla(n) = I love | mi madre = my mum |
|  | mis padres = my parents |
|  | mi hermano = my brother |
| Me gusta(n) mucho = I really like | mi hermana = my sister |
| Me gusta(n) = I like | mi abuelo = my granddad |
|  | mi abuela = my grandma |
| Me da(n) igual = I don't care about | mi tío = my uncle |
|  | mi tía = my aunt |
| No me gusta = I don't like | mi sobrino = my nephew |
| No me gusta(n) nada = I really don't like | mi sobrina = my niece |
| No me importa(n) = I don't care about | mi primo = my cousin (m) |
|  | mi prima = my cousin (f) |
| Odio = I hate | mi padrastro = my stepdad |
| Detesto = I hate | mi madrastra = my step mum |
|  | mi hermanastra = my stepsister |
| Me llevo bien con = I get on with | mi novio = my boyfriend |
| No me llevo bien con = I don't get on with | mi bisabuela = my great |
| No aguanto = I can't stand | mi bisabuelo = my great |
|  | mi cuñado = my brother in law |

| CONNECTIVE because | IN MY OPINION | TIME PHRASE | VERB | ADJECTIVE |
|---|---|---|---|---|
| porque | a mi modo de ver | siempre = always | soy = I am | gracioso = funny |
| dado que | para mí | casi siempre = almost always | eres = you are | divertido = fun |
| puesto que | desde mi punto de vista | normalmente = normally | es = he/she is | maduro = mature |
| ya que | a mi juicio | a menudo = often | somos = we are | cariñoso = caring |
| aunque = although | en mi opinión | generalmente = generally | sois = you (plural) are | simpático = kind |
|  |  | por lo general = generally | son = they are | antipático = unkind |
|  |  | a veces = sometimes |  | aburrido = boring |
|  | I THINK THAT | de vez en cuando = sometimes |  | ambicioso = ambitious |
|  | creo que | rara vez = rarely |  | modesto = modest |
|  | pienso que | raramente = rarely |  | travieso = naughty |
|  | considero que | casi nunca = almost never |  | sincero = sincere |
|  | me parece que | nunca = never |  | molesto = annoying |
|  |  |  |  | perezoso = lazy |
|  |  |  |  | triste = sad |
|  |  |  |  | fiel = loyal |
|  |  |  |  | fuerte = strong |
|  |  |  |  | alegre = happy |
|  |  |  |  | hablador = chatty |
|  |  |  |  | egoísta = selfish |

| VERB | NOUN | ADJECTIVE | |
|---|---|---|---|
| tengo = I have<br>tienes = you have<br>tiene = he / she has | los ojos = eyes | marrones = brown<br>verdes = green | azules = blue<br>grises = grey |
| tenemos = we have<br>tenéis = you (plural) have<br>tienen = they have | el pelo = hair | rubio = blond<br>moreno = dark brown<br>largo = long<br>liso = straight<br>rizado = curly | castaño = brown<br>pelirrojo = ginger<br>corto = short<br>ondulado = wavy |
| soy = I am<br>eres = you are<br>es = he / she is<br>somos = we are<br>sois = you (plural) are<br>son = they are | QUALIFIER<br>un poco = a bit<br>bastante = quite<br>muy = very | alto = tall            bajo = short<br>delgado = slim      gordo = fat<br>grande = big         pequeño = small<br>guapo = good looking    feo = ugly<br>joven = young      viejo = old<br>calvo = bald | |

Tiene las pecas = he / she has freckles

Tiene los granitos = he / she has spots

Lleva barba =he has a  beard

Lleva bigote = he has a moustache

Lleva gafas = he  / she wears glasses

Lleva lentes de contacto  = he /she wears contact lenses

| | PRESENT<br>I do<br>(add to stem) | PRETERITE<br>I did<br>(add to stem) | IMPERFECT<br>I was doing<br>(add to stem) | CONDITIONAL<br>I would do<br>(add to infin) | FUTURE<br>I will do<br>(add to infin) | PERFECT<br>I have done | PRESENT<br>CONTINUOUS<br>I am doing |
|---|---|---|---|---|---|---|---|
| | AR  ER  IR | AR  ER/IR | AR  ER/IR | AR/ER/IR | AR/ER/IR | AR> ado<br>ER/IR> ido | AR> ando<br>ER/IR> iendo |
| I | o      o      o | é       í | aba      ía | ía | é | he ......ado | estoy ......ando |
| You | as    es     es | aste     iste | abas     ías | ías | ás | has......ado | estás ......ando |
| He | a      e      e | ó        ió | aba      ía | ía | á | ha......ado | está ......ando |
| We | amos emos imos | amos    imos | ábamos  íamos | íamos | emos | hemos......ado | estamos ......ando |
| You.pl | áis    éis    ís | asteis   isteis | abais     íais | íais | éis | habéis......ado | estáis ......ando |
| They | an    en    en | aron     ieron | aban      ían | ían | án | han......ado | están ......ando |
| **Some common**<br>**I**<br>**R**<br>**R**<br>**E**<br>**G**<br>**U**<br>**L**<br>**A**<br>**R**<br>**S** | ir> voy<br>ser>soy<br>dar>doy<br>estar>estoy<br>hacer>hago<br>tener>tengo<br>poner>pongo<br>salir>salgo | ir>fui<br>ser>fui<br>dar>di<br>estar>estuve<br>hacer>hice<br>tener>tuve<br>poner>puse<br>saber>supe | ser>era<br>ir>iba<br>hay>había | Same as future<br><br>tener>tendría<br>venir>vendría<br>poner>pondría<br>salir>saldría<br>saber>sabría<br>poder>podría<br>haber>habría<br>decir>diría<br>querer>querría | Same as conditional<br><br>tener>tendré<br>venir>vendré<br>poner>pondré<br>salir>saldré<br>saber>sabré<br>poder>podré<br>haber>habré<br>decir>diré<br>querer>querré | abrir>abierto<br>escribir>escrito<br>hacer>hecho<br>poner>puesto<br>romper>roto<br>ver>visto<br>volver>vuelto | dormir>durmiendo<br>seguir>siguiendo<br>sentir>sintiendo<br>vestir>vistiendo |

# Subject Knowledge Organiser - Dance

## Keywords

Canon- This is where a group of performers repeats the same action one after another. A good example of this is the Mexican wave.

**Choreography-** Being able to create a dance or set of dance moves.

**Control-** The power to direct your body and body parts to master dance moves.

**Co-ordination-** Being able to move different body parts at the same time.

**Dynamics-** Being able to change the way your body moves- fast, slow, jerky, smooth etc.

**Expression-** Being able to show a story or a feeling through the medium of dance, also, being able to use your face to show the meaning of the dance.

**Extension-** To be able to stretch parts of the body to their upper limits, usually your arms, legs and fingers.

**Flexibility-** The ability of your joints to move through a full range of motion. Having flexibility in your muscles allows for more movement around a joint.

**Isolation-** Moving one body part on its own whilst the rest of the body is still.

**Mirroring-** This is where a pair or group of people complete the same movement but the opposite side of the body- as if they were looking in a mirror.

## Dual Coding



## Styles of Dance

**Ballet-** This dance style is over 500 years old and it is all about telling a story through dance and music. A famous ballet move is going onto pointe toes, this is where the shoes allow dancers to go onto the very tip of their toes which creates a sense of light and airiness.

**Street/Hip-hop-** This is a very quick style of dance which requires music with a heavy beat, dancers move around quickly creating moves on the floor and tricks such as head spins and flips. This style has derived from a variety of other dance styles yet only became popular in the early 90's.

**Modern-** This is dance that follows no rules and is focused on expressing inner feelings through music and movement. This style of dance was created in a rebellion against classical ballet due to the limitations. Modern dance became famous in the 1900's. Modern dancers usually dance barefooted and wear costumes' that reveal a story.

**Cultural-** Cultural dances are those that originate from a certain country, culture or religion and these are very famous within that culture. For example, Irish dancing originates from Ireland, Bollywood originates from India and Rock n Roll originates from America.

**Progress Vocabulary:** *Identify, Define, describe, explain, compare and contrast, sporting links, analyse, evaluate*

# Noughts and Crosses Knowledge Organiser

## Context

The story of 'Noughts and Crosses' was written in a time where white people had control over black people. In the play's scenario, as in the original novel, black people (Crosses) have control over white people (Noughts).

In the play we follow the story of Callum and Sephy, who have been friend since birth, and they are forbidden to speak to each other from the beginning of the play.

They fall in love and do everything they can do be together, but the rising hostility between the Noughts and Crosses makes this nearly impossible.

**NOUGHTS & CROSSES**
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**Play** – a text written for performance on a stage

**Act** – a division of a play made up of several individual scenes.

**Scene** – an individual unit of action in a play.

**Soliloquy/ Monologue / Aside** – a dramatic technique in which a character speaks their thoughts to the audience without other characters hearing.

**Prologue** – A scene which shows important events that take place before the play begins.

**Stage directions** – An instruction written in the script of a play that gives direction to the actors or information about the action or scenery.

**Audience** – the people who watch a play at the theatre or see it performed on television or at a cinema

**Split screen / Crosscut** – A dramatic technique used when two events are happening at the same time in the play in different locations.

**Multi-media** – The use of a projector or other means to show images/video clips that assist the narrative

**Multi-role / Split role** – When an actor plays more than one role or a character is played by more that one actor.

**Flashback** – When the actions flashes back or forward in time.

## Important vocabulary

**Segregation –** setting people apart

**Oppression –** cruel or unjust treatment

**Prejudice –** unreasonable opinion (also bigotry)

**Discrimination –** unjust treatment of difference

**Inequality –** difference in how you're treated

**Injustice –** unfair treatment Intolerance – unwillingness to accept something

**Manipulation –** making you behave a certain way

**Dystopia –** a broken world full of suffering

**Slavery –** making you work in unjust conditions

**Terrorism –** unlawful use of violence and intimidation

**Politics –** activities linked to government

**Liberation –** setting people free

**Freedom –** the right to act, speak, think as you choose

**Isolation –** being separated from others

**Identity –** who you are and what you believe

**Radicalisation –** being made to adopt extreme views

### Key Themes:

Racism Prejudice Discrimination Friendship Love War

## Main Characters:

**The Noughts:**
Callum McGregor - in love with Sephy
Jude McGregor - Callum's brother
Lynette McGregor - Callum's sister
Ryan McGregor - Callum's father
Meggie McGregor - Callum's mother

**The Crosses:**
Sephy Hadley - in love with Callum
Kamal Hadley - Sephy's father
Jasmine Hadley - Sephy's mother
Minerva Hadley - Sephy's sister

**In a world of injustice… is violence the answer being heard?**

# Dance Music

**Exploring Rhythm, Chords and Metre in Music for Dance**

The RHYTHMS of dance music always match the STEPS of the dance: the two are inter-related. Dance music is based on CHORD PATTERNS: mainly PRIMARY CHORDS (I, IV & V(7)) and has a clear MELODY with an ACCOMPANIMENT (HOMOPHONIC TEXTURE). Different dances and their music use different METRES/TIME SIGNATURES.

## A. Pulse, Time and Metre in Dance Music

The **BEAT** or **PULSE** of dance music is always **REGULAR**. Here is a regular crotchet pulse of 12 beats:



A single **BEAT** is a basic unit of musical time. In dance music, beats are grouped together to make a repeating pattern – normally made up of either twos, threes or fours.

The repeating pattern of beats gives us the **METRE** or the **TIME** of the music, shown by the **TIME SIGNATURE** at the start of a piece of music. Each repetition of the beat-pattern is called a **BAR** and bars are separated by vertical lines called **BARLINES**. A **DOUBLE BARLINE** always comes at the end of a piece of music or section of music.
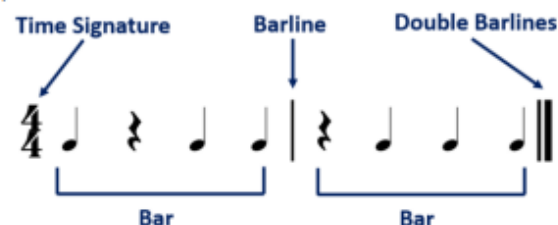


The **TOP NUMBER** of a time signature tells you how many beats there are in each bar. The **BOTTOM NUMBER** tells you what types or note values these beats are (as divisions of a semibreve = 1):

1 = Semibreve
2 = Minim
4 = Crotchet
8 = Quaver
16 = Semiquaver

4/4 can also be shown by a "C" meaning COMMON TIME

## B. Simple Time in Dance Music

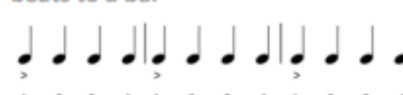**SIMPLE DUPLE METRE:** Two beats to a bar



Dance music such as **MARCHES**, the **TANGO** and **IRISH REEL** often use simple duple metre.

**SIMPLE TRIPLE METRE:** Three beats to a bar



Dance music such as **WALTZES** and the **MINUET, COURANTE** and **SARABANDE** from the Baroque Dance Suite often use simple triple metre.

**SIMPLE QUADRUPLE METRE:** Four beats to a bar



Dance music such as the **TANGO**, the **IRISH REEL**, the **ALLEMANDE** from The Baroque Dance Suite, **AMERICAN LINE DANCE MUSIC** (Country and Western), **DISCO** and **CLUB DANCE** often use simple quadruple metre.

## C. Simple and Compound Time



Dance music such as the **IRISH JIG** and the **GIGUE** from the Baroque Dance Suite often use compound duple metre (6/8) with a **"ONE** and a **TWO** and a" feel to the music.

## D. Chords in Dance Music

Dance music is based on **CHORD PATTERNS**. **PRIMARY CHORDS**: **CHORD I**, **CHORD IV** and **CHORD V** are most commonly used in dance music with **SEVENTH CHORDS** featuring in popular dance music such as **DISCO** and **CLUB DANCE** (adding a note seven notes above the root of a chord, such as and **DOMINANT SEVENTH CHORD**). All seventh chords have 4 notes. Chords are often performed in different ways as an **ACCOMPANIMENT** in dance music.
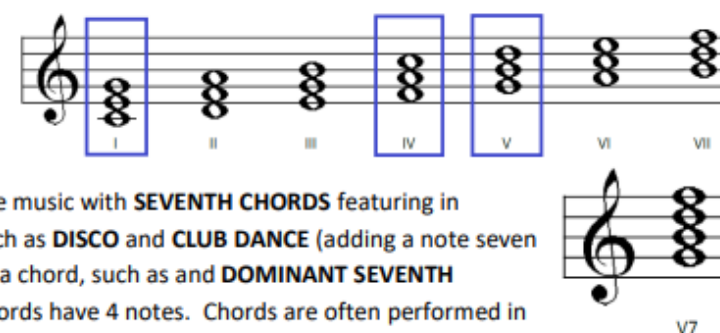


## E. Characteristic Rhythms in Dance Music

The **MARCH** has a strong **LEFT**, right, **LEFT**, right rhythm:



The **WALTZ** has a strong **OOM**-cha-cha, **OOM**-cha-cha rhythm:



The **TANGO** has several rhythms:



**FOUR-ON-THE-FLOOR** is a common rhythm in **DISCO** and more modern dance music:

## Assessment Taxonomy

| LIMITED | BASIC | EMERGING COMPETENT | COMPETENT & CONSISTENT | CONFIDENT & ASSURED | EXCEPTIONAL |
|---|---|---|---|---|---|
| Unstructured Clumsy Disjointed Minimal Elementary | Deliberate Methodical Superficial Unrefined Simplistic Tentative | Reflective Predictable Growing Control Broadening Endeavour Safe | Informed Purposeful Secure Engaged Skilful Thoughtful Cohesive | Advanced Convincing Comprehensive Focused Perceptive Refined Resolved Risk-taking | Accomplished Inspired Intuitive Insightful Powerful Extraordinary Unexpected Outstanding |
| 1-12 marks | 16-24 marks | 28-36 marks | 40-48 marks | 52-60 marks | 64-72 marks |

## TECHNICAL VOCABULARY

| | |
|---|---|
| Observational drawing | The subject is in front of you while you draw it |
| Harmonious colours | The colours next to each other on the colour wheel |
| Genre | A category in art |
| Accuracy | Correct |
| Form | 3D shape |
| Collage | The technique of sticking paper to 2D work |
| Tone | How light or dark something is |
| Media | Different art equipment like paint |
| Contrast | A big difference (in tone) |
| Complementary colours | The colours opposite each other on the colour wheel |

## Colour Wheel

Primary colours are red, blue and yellow.

Secondary colours are green, orange and purple.

When you mix 2 primary colours you get a secondary colour. On the colour wheel it is the colour in between the 2 primary colours, for example if you mix red and yellow it creates orange.
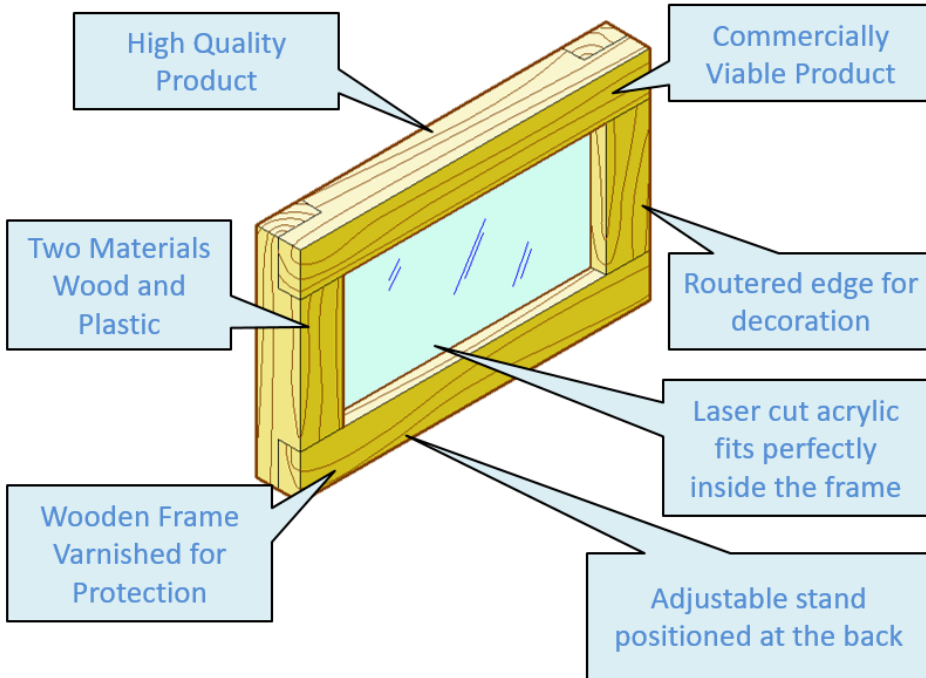
Colours next to each other are harmonious.

Colours opposite each other are complementary.

If you mix all 3 primary colours or complementary colours you get a tertiary colour which are different browns.

# Exploded View

Transparent Acrylic Front

Pine Frame with Half Lap Joints reinforced with dowels

Photograph presses against clear acrylic

High Quality Product

Commercially Viable Product

Two Materials Wood and Plastic

Routered edge for decoration

Laser cut acrylic fits perfectly inside the frame

Wooden Frame Varnished for Protection

Adjustable stand positioned at the back
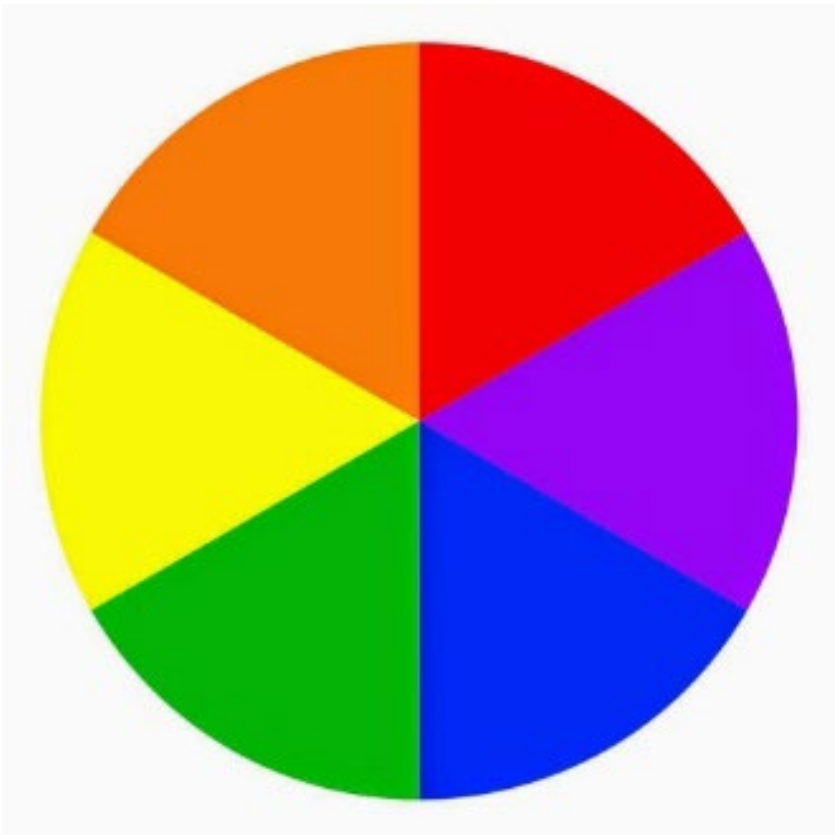
# Half lap joint

Manufacture of a half lap joint with two dowels vertical.

| Key terms | Meaning |
|---|---|
| Flush | Both sides run at the same level |
| Tolerance | Gap |
| Dowels | Rod like wood |
| Reinforce | Make stronger |
| Rebate | Make a step |
| Router | To make a rebate |
| Batches and mass production | To make in small or large numbers. |

Drilling formers/ templates are needed for batch or mass production. This can guarantee that all holes are in the same place as long as they are positioned in the same place, every time. This saves on time and labour.

The router is a dangers machine. PPE such as goggles, Smock is required. To guide the material around the wood, a push stick is required to keep fingers away from the router bit
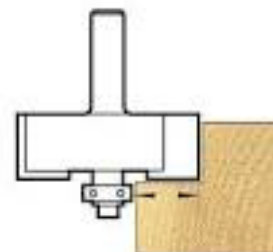
Rebate bit is attached to a router. This makes a step in the wood material. It users a follower. The follower guides around the edge of the wood to guarantee the distance of the step.

## Carbohydrates ( A macronutrient)

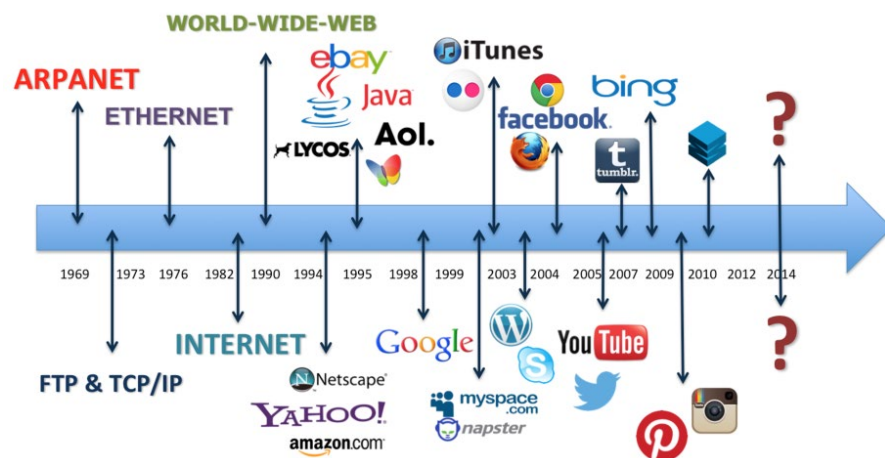| Potatoes and Pasta (complex carbohydrates) | Fruit and Vegetables(simple carbohydrates) |
|---|---|
| <ul><li>They are cheap</li><li>They are versatile, make plenty of dishes</li><li>They are widely available in all shops</li><li>They are both vegetarian</li><li>They have a long shelf life, easy to store</li><li>They are easy to prepare</li><li>They are naturally low in fat</li><li>They are filling</li><li>They can be eaten hot or cold</li><li>They are a good source of ENERGY</li></ul>**Uses in catering**- bulk out dishes to make them more filling<br>Cheap so good profit margins on pasta dishes.<br><br>**Potatoes Storage**<br>Keep in a cool dark and dry place, preferable in brown paper or a sack. To avoid them sprouting and turning green | <ul><li>They are cheap</li><li>They are versatile, eaten in many ways</li><li>There is a huge variety available</li><li>They are vegetarian</li><li>They are low risk foods</li><li>Many can be eaten raw</li><li>Naturally low in fat</li><li>(fructose)Naturally sweet fruit</li><li>Rich in vitamins and minerals</li><li>High in fibre</li></ul>**Uses in catering**- garnishes, smoothies, sauces, adds colour and interest.<br><br>**Quality points when purchasing**<ul><li>Not too soft</li><li>bright colour</li><li>Undamaged skin,</li><li>No visible mould</li></ul> |

### TECHNICAL VOCABULARY

| | |
|---|---|
| Unleavened bread | Bread which doesn't contain a raising agent |
| Complex carbohydrates | Another word for starches |
| Gluten | A protein in bread which varies within different types of flour |
| Cereals- Rye, wheat, oats, corn, rice | Grains which are often processed into flour and breakfast cereal |

**Function of carbohydrates in the diet**
- It is the main source of energy
- It is a main source of dietary fibre helps us remove the waste from our bodies

**Two types -**
- **Starches** are cereals, wheat, rice barley (Slow burning, fuller for longer)
- **Sugars- Glucose and fructose** in fruit and veg, **lactose and galactose** in dairy products (fast burning)

**Deficiencies of carbohydrates**

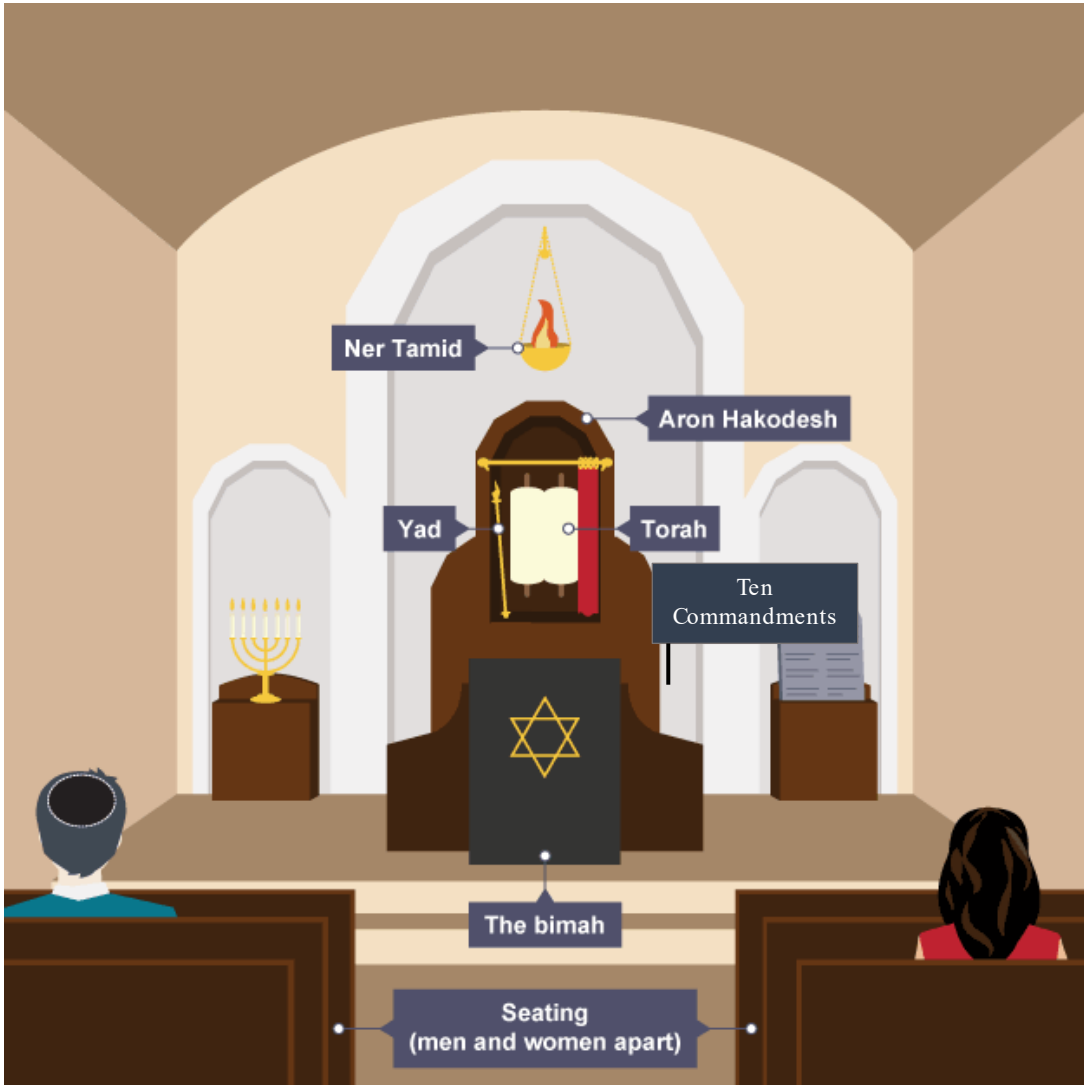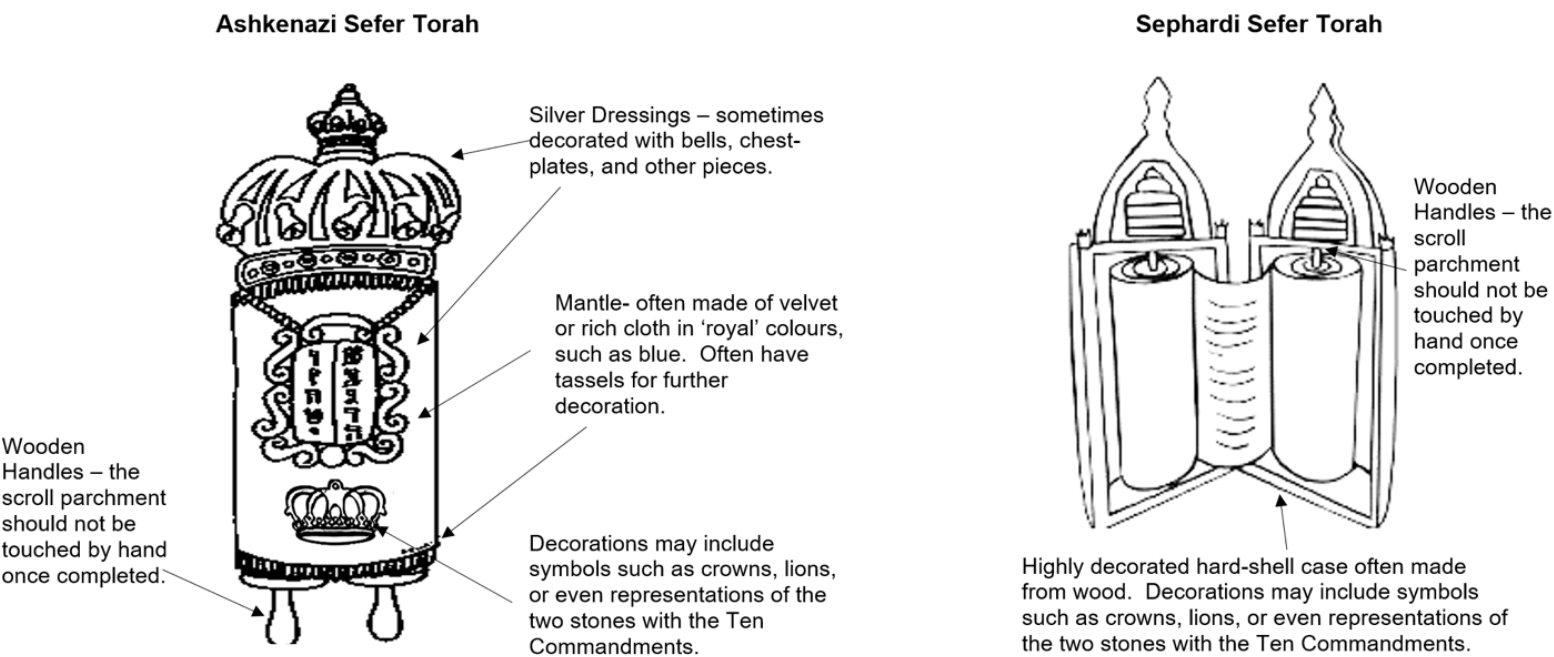| | |
|---|---|
| Visible- Lack of energy, tiredness as it is energy | Non visible- Not enough fibre leads to constipation |
| Weight loss- too little carbohydrates | Too much refined carbohydrates (junk food) can lead |
| Weight gain- too much carbohydrates | to obesity, diabetes, tooth decay |

### Cereals

| | |
|---|---|
| Rice- Gluten free<ul><li>Is a popular staple in the far East.</li><li>It can be ground into flour or made into breakfast cereal as well as boiled and fried.</li><li>There are many varieties- Long grain, basmati, Arborio, wild rice</li><li>It has the least nutritional value of all the cereals</li><li>It is a high risk food once cooked and can contain Bacillus cereus a food borne toxin.</li></ul> | Provide many nutrients if wholegrain is used<ul><li>Fibre</li><li>LBV Protein</li><li>Carbohydrates</li><li>Iron</li><li>B vitamins</li></ul> |
| Wheat-<ul><li>Needs to be milled to produce flour.</li><li>Flours are often blend of different wheat</li><li>Strength of flour relates to the gluten content</li><li>Whole grain is when all the original nutrients and fibre are left in the product</li></ul> | Benefits of cereals and cereal products<ul><li>Are grown easily in the UK</li><li>They are very versatile</li><li>Cheap to buy</li><li>Many varieties</li><li>An excellent source of carbohydrate</li><li>Long shelf life</li><li>Can come in gluten free form</li></ul> |
| Oats- Gluten free<ul><li>Can be ground into flour</li><li>can be rolled or crushed to make oatmeal. Good source of slow release energy</li></ul> | |

### Different methods of cooking  (LO1 1.4/ 3.3)

| | |
|---|---|
| **Boiling(Moist)** Sturdy foods like root veg; carrots, potatoes<ul><li>Vitamin C and some B destroyed by prolonged heating</li><li>Water soluble and C are dissolved in the water</li></ul> | **Stir frying-** Cooking food quickly with a little oil /wok Suitable for finely cut vegetables and tender meat.<ul><li>Quick cooking minimises nutrient loss</li><li>Use of fat allows absorption of ADEK into the body</li></ul> |
| **Steaming (moist)** Broccoli and leafy green veg<ul><li>No contact with the water, cooked by the steam</li><li>Loss of Vit C, B reduced as food doesn't come in contact with the water</li><li>Water can be used to make gravy</li></ul> | **Poaching (moist)** Cooking in a pan of water on a low heat- Used for delicate foods like fish and eggs<ul><li>Loss of Vit C, B reduced as food isn't cooked on a high heat for a long time.</li><li>Water can be used to make sauce to preserve the nutrients lost</li></ul> |
| **Braising/ stewing-** seal in hot oil and then cook slowly in liquid covered<ul><li>Less damage to water soluble vitamins than boiling</li><li>All the vitamins which are lost in the liquid, which is eaten with the meal</li></ul> | **Roasting-** Dry heat with addition of some oil at a high temperature<ul><li>Fat used adds fat soluble vitamins</li><li>B vitamins are affected by heat</li><li>Longer cooking time</li></ul> |
| **Baking-** Cakes, biscuits, cookies, potatoes. Dry<ul><li>Heat damages vitamin B</li><li>Does not affect calcium and iron</li></ul> | **Microwave** – sauces, puddings, soups<ul><li>Less damage to vitamin B and C</li></ul>Overcooking can dry and harden foods |

| Tag | Description |
|---|---|
| <html> ... </html> | Declares the Web page to be written in HTML |
| <head> ... </head> | Delimits the page's head |
| <title> ... </title> | Defines the title (not displayed on the page) |
| <body> ... </body> | Delimits the page's body |
| <h n> ... </hn> | Delimits a level n heading |
| <b> ... </b> | Set ... in boldface |
| <i> ... </i> | Set ... in italics |
| <center>　　 ... </center> | Center ... on the page horizontally |
| <ul> ... </ul> | Brackets an unordered (bulleted) list |
| <ol> ... </ol> | Brackets a numbered list |
| <li> ... </li> | Brackets an item in an ordered or numbered list |
| <br> | Forces a line break here |
| <p> | Starts a paragraph |
| <hr> | Inserts a horizontal rule |
| <img src="..."> | Displays an image here |
| <a href="..."> ... </a> | Defines a hyperlink |

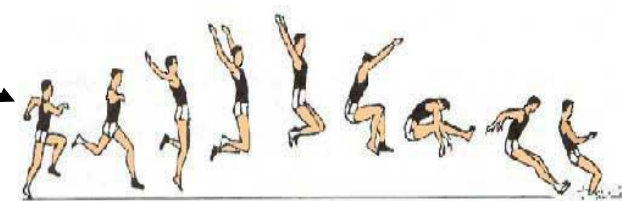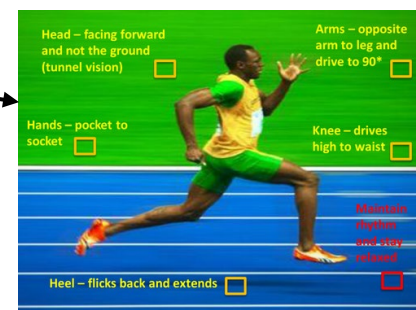| Key vocabulary ||
|---|---|
| HTML | HTML (Hypertext Markup Language) is a text-based approach to describing how content contained within an HTML file is structured. This markup tells a web browser how to display the text, images and other forms of multimedia on a webpage. |
| CSS | Stands for "Cascading Style Sheet." Cascading style sheets are used to format the layout of Web pages |
| JavaScript | An object-oriented computer programming language commonly used to create interactive effects within web browsers. |
| Web Design | Web design is the process of creating websites. It encompasses several different aspects, including webpage layout, content production, and graphic design. |
| Usability | Web usability is the ease of use of a website. Some broad goals of usability are the presentation of information and choices in a clear and concise way |
| Hyperlink | Hyperlinks are digital links used within a website to link each of the web pages together. Hyperlinks can be created using shapes, text, images or even videos. The use is able to use a hyperlink by simply clicking on it. |
| Formatting | Formatting is the process where the appearance and layout of the content on a document like a web page is altered or changed. Proper formatting of a documents content can result in a professional and clean appearance to draw the attention of chosen audiences or users. |
| Internet | The internet (Interconnected Network) is a form of WAN or wide area network which spans the globe. The internet is made up of billions of devices which are connected to one another. |
| World Wide Web | The World Wide Web (WWW) is made up of over 1 billion websites each connected to one another using hyperlinks. Becoming available to the public in 1991, the WWW was created by Sir Tim Berners-Lee |
| Accessibility | Web accessibility is the inclusive practice of ensuring there are no barriers that prevent interaction with, or access to, websites on the World Wide Web by people with disabilities. When sites are correctly designed, developed and edited, generally all users have equal access to information and functionality. |

**Ashkenazi Sefer Torah**

Silver Dressings – sometimes decorated with bells, chest-plates, and other pieces.

Mantle- often made of velvet or rich cloth in 'royal' colours, such as blue. Often have tassels for further decoration.

Wooden Handles – the scroll parchment should not be touched by hand once completed.

Decorations may include symbols such as crowns, lions, or even representations of the two stones with the Ten Commandments.

**Sephardi Sefer Torah**

Wooden Handles – the scroll parchment should not be touched by hand once completed.

Highly decorated hard-shell case often made from wood. Decorations may include symbols such as crowns, lions, or even representations of the two stones with the Ten Commandments.

| TECHNICAL VOCABULARY | |
|---|---|
| Torah | The law of God as revealed to Moses and recorded in the first five books of the Hebrew scriptures. |
| Synagogue | The building where a Jewish assembly or congregation meets for religious worship and instruction. |
| Judaism | The monotheistic religion of the Jewish people. |
| Belief | Trust, faith, or confidence in someone or something. |
| Value | Someone's judgement of what is important in life |
| Commitment | Being dedicated to a cause, activity, or belief. |
| Ashkenazi | A Jewish person of central or eastern European descent, traditionally speaking Yiddish. About 80 per cent of Jewish people today are Ashkenazim. |
| Sephardi | Jewish person of Spanish, Portuguese, Middle Eastern or North African descent, with their own distinctive dialect of Spanish (Ladino), customs, and rituals. |
| identity | The fact of being who or what a person or thing is. |
| Ark | The Aron Hakodesh, the cupboard containing the Torah scrolls. |
| Mitzvah | Refers to a commandment from God to be performed as a religious duty. |
| Shabbat | Jewish day of rest, starting on a Friday evening and ending on a Saturday evening. |

| What is in a synagogue? | |
|---|---|
| Ner Tamid | Everlasting light representing God is always placed in above the Ark. |
| Aron Hakodesh | Also called the Ark. The Torah scrolls are kept in this cupboard. It is often on the wall facing Jerusalem. |
| Torah | The Holy scrolls containing the Jewish scripture. |
| Yad | A silver pointer which is used as no one can touch the Torah scrolls. |
| Ten Commandments | The important rules given to Moses that Jews follow. |
| The Bimah | A raised platform where the Torah scrolls are read. Usually placed in front of the Ark and central to the congregation. |
| Seating | Men and women sit separately in Orthodox synagogues, and together in Liberal or Reform synagogues. |

Ner Tamid

Aron Hakodesh

Yad

Torah

Ten Commandments

The bimah

Seating (men and women apart)

# Half-Term 5/6: Subject – PE – Year 9 – Athletics

| Key vocabulary | |
|---|---|
| Running style (100m/200m) | Running at a fast speed/pace over a short period of time. Changing the running style to run the quickest time. |
| Introduce pace running 800m/1500m | Running at a slower pace/speed over a longer period of time. Changing the running style to run the quickest time and help others improve. Get across to the inside lane and keep at a pace where you stay with the lead group, but conserve enough energy for a sprint finish (if required) |
| Jumping- Long jump | **Run-up**- should be measured by sprinting from the take-off board (with the foot you take-off on right to the edge of the take-off board). The length of the run-up is usually the athlete's age in strides (+ or – 2) e.g a 13-year-old should take between 11-15 strides for their run-up (shorten if maximum speed is reached before take-off).<br>The speed of the run-up should be at maximal effort (without slowing on approach).<br>**Take-off**- should be on one foot and that foot is not allowed to step over the take-off board or it will be classed as a no-jump. The aim for the take-off is to attain height so you can stay in flight longer and further. The take-off foot should be flat on the board as heel first loses speed and toes first loses balance and stability (and increases risk of injury).<br>**Flight**- The sail technique is used by beginners, but once jumping over 5m, you can also use the 'hang' or the 'hitch-kick'. To do the sail technique, thrust your free leg in front of your body as long as possible. The take-off leg will follow into the same position mid-flight. Lastly, bring your arms forward, as if you are trying to reach for your toes.<br>**Landing**- Do not fall backwards into the sand pit. Bring your heels up and your head down towards your knees. Jumpers often fall sideways or forwards after landing on their heels. Try to land two-footed to reduce injury risks. |
| Jumping- High jump | Run using a curved approach, taking off from one foot and clearing the bar to land on the mat. Beginners or low heights usually use a scissors leg kick technique, but as the bar is raised athletes tend to use the fosbury flop technique (arched spine, head first). During the take-off the athlete should lift their hips and keep their feet high to avoid knocking the bar off with their bottom or legs) |
| Throwing- Shot putt | Follow the steps in the diagram and push the shot with as much power as possible. Release the shot at approximately 45° |
| Throwing- Javelin | The javelin should be held using either the 'V' grip or standard grip. You can either perform a standing throw or throw with a run-up. For the standing throw you extend your throwing arm back as far as you can, with the tip of the javelin in line with your nose. You flex and extend your elbow and let go at 45°. A fast arm speed with good explosive power will cause the javelin to travel further. The javelin needs to land with the tip in the ground or flat for it to count as a good throw. |
| Throwing- Discus | Throwing a disc-shaped object with one hand in a forward direction. The preparation swings allow power to be generated, which should be converted into distance upon release. |
| Relay (4 x 100m) | A team of four run 100m each. The athlete who starts the race carries a relay baton, and this must be passed on to each runner during each changeover. The athletes who run second, third and fourth have to stand within a changeover box and have to receive the baton by the time they leave the changeover box. The technique used to pass the baton on is usually either a 'down-sweep' or 'up-sweep' action. Athletes must stay in their lanes when running, and also during changeover, or they will be disqualified. |

# Half-Term 5 & 6: Subject – PE – Year 9 – Cricket

| Rules of the game | Equipment and Pitch Markings | Key Terms |
|---|---|---|
| <ul><li>Two teams, both with 11 players, take it in turns to bat and bowl.</li><li>When one team is batting, they try and score as many runs as they can by hitting the ball around an oval field.</li><li>The other team must get them out by bowling the ball overarm at the stumps, which are at either end of a 22-yard area called a wicket.</li><li>The bowling team can get the batsmen out by hitting the stumps or catching the ball.</li><li>Once the batting team is all out, the teams swap over, and they then become the bowling side.</li><li>Each time a team bats it is known as their innings. Teams can have one or two innings depending on how long there is to play.</li><li>Whoever scores the most runs wins. But a cricket match can be drawn too.</li><li>That happens when the team bowling last fails to get all the batsmen out. But this is only when there are two innings per team.</li><li>If there is one innings, the only way a match can be drawn is if the two teams score the same number of runs.</li><li>Two umpires officiate the game on the field of play, but at international level there is also a third umpire on the side-lines and a match referee.</li></ul> | <ul><li>Helmet, Leg_pads, Gloves for batsmen only, wicket-keeper's gloves, usually includes webbing between the thumb and index fingers.</li><li>Ball with a cork base.</li><li>A wooden bat, the bat cannot be more than 38 inches (96.5 cm) long and 4.25 inches (10.8 cm) wide. The bat has a long handle and one side has a smooth face.</li><li>Stumps – three upright wooden poles that, together with the bails, form the wicket.</li><li>Bails – two crosspieces made of wood, placed on top of the stumps.</li><li>Boundary – A rope demarcating the perimeter of the field known as the boundary.</li></ul><br>**Scoring**<ul><li>One run is scored each time the batsmen cross and reach the set of stumps at the other end of the pitch.</li><li>Four runs can be scored if the ball reaches the perimeter of the field</li><li>Six runs if crosses the perimeter without bouncing.</li></ul> | **Striker** – A batsman facing the bowler is caller striker and the opposite end is called non-striker.<br>**Off-side/leg-side** – One half of the ground is called off-side and the other side is called leg-side. From the perspective of a right-handed batsmen, the pitch in front of his body as he takes a strike, i.e. the right side of the pitch is called off-side. Similarly, the left half of the pitch<br>**Run** – It is the basic unit of scoring in cricket. It is scored when a striking batsman hits the ball bowled and runs between the stumps along with non-striker. It is usually scored in ones, twos, and threes.<br>**Extra runs** – All the runs given by fielding team where the batsmen have not hit the ball with the bat are considered as extra runs. For example, wide, no-ball, etc.<br>**No-ball** – If a bowler's foot crosses the popping crease while delivering the ball then, it is called a no-ball. The ball bowled that is directed above waist of the batsman without pitching on the ground is a no-ball too.<br>**Wide** – A ball that is bowled away from the batsman and moves wide of the return crease on the off-side at the batting end is called wide. Another definition is ball bowled that bounces over the head of the batsman after pitching is also called wide.<br>**Bowled** – It is a way of getting out where the batsman misses the ball bowled and the stumps behind are disturbed.<br>**Caught** – A batsman is declared out when the fielder catches the ball on full that is hit by the batsman. If it is caught by the wicketkeeper then, it is called caught behind.<br>**LBW** – LBW stands for leg-before wicket. A batsman is declared out as lbw when he tries to play the ball with the body that is directed on to stumps.<br>**Run-out** – If a fielder disturbs the stumps with ball in hand while the batsman is not in the crease after playing a shot, then the batsman is declared run-out.<br>**Stumped** – A batsman moves out of crease to play a ball and misses; the keeper gathers the ball and hits the stumps with ball in hand. Then, the batsman is declared out as stumped.<br>**A "Bye"** – is where a ball that is not a no ball or wide passes the striking batsman and runs are scored without the batsman hitting the ball.<br>**A "Leg Bye"** – is where runs are scored by hitting the batsman, but not the bat and the ball is not a no ball or wide. |

## Employability skills

Below are key skills that employers consider valuables in the workplace

| ➢ A positive attitude – having a positive attitude means that you take a 'can d'' approach to tasks, have a willingness to learn and a good work ethic | ❖ Communication – having good communication skills means that you can have effective discussions with your colleagues. Communication<br>❖ Could be in written or oral form. | ▪ Personal presentation – being able to present yourself well through appropriate dress and how you communicate your key attributes are especially important at the interview stage of getting a job and will help you to be successful in a career. |
|---|---|---|

✓ Numeracy and Literacy skills – all jobs will require you to use at least one of these two skills. Many jobs ask for a Grade 4 or above in English Language and Maths at GCSE.
✓

### Your employment rights

| 14 year olds | 15 & 16 year olds |
|---|---|
| ❖ You can only work for two hours on weekdays and Sundays and for five hours on Saturdays during term time.<br>❖ You can work for up to five hours on a week day or a Saturday and no more than two hours on a Sunday during school holidays.<br>❖ You cannot work before 7.00am or after 7.00pm | o Your rights are almost identical to those of 14 year olds.<br>o However, you are allowed to work for up to seven hours on Saturdays or during the school holidays. |

| Your Personal brand online | Habits for success |
|---|---|
| ▪ Social media is a great way to promote **who you are and what you stand for.**<br>▪ By creating a '**positive digital footprint'** you will give future employers an opportunity to see who they are employing and what they can offer.<br>▪ You can use this to your advantage by creating your own **personal brand online.** | ▪ **Get up early**<br>▪ **Read**<br>▪ **Think about how to achieve things**<br>▪ **Exercise**<br>▪ **Take inspiration from others**<br>▪ **Sleep well**<br>▪ **Don't waste time**<br>▪ **Work towards their goals**<br>▪ **Do the hardest task first**<br>▪ **Learn – from real life / from other people.** |

## Key Words and Terms

| Work placement | An opportunity to experience working in a specific role at a workplace under supervision. |
|---|---|
| Colleague | A person that someone works with. |
| Workplace | A place where people work. |
| Reflection | Serious thought or consideration about something; it can be particularly useful to reflect and learn from something that has happened. |
| Reference | A letter testifying to a person's reliability or suitability, it usually supports an application for a job or to an educational establishment. |
| Employer | A person or organisation that employs people. |
| Entrepreneur | A person who takes on financial risk in setting up a business and strives for success |
| Apprenticeship | A job or career when you learn and get paid. |
| Traineeship | Learning, usually without pay. |
| Resilience | Not giving up when things get tough. |

### Further sources of information and advice.

| concern@magnusacademy.co.uk | This email address can be used if you have any concerns about a student at the academy and can also be used to report bullying. |
|---|---|
| UCAS<br>Universities and Colleges Admissions Service | Provides a central service between applicants and universities. All applications for full-tie undergraduate courses in the UK must be submitted via UCAS. |
| Gov.uk | Provide careers information, advice and guidance. Can help you make decisions at all stages in your career. |
| Barclays<br>Life Skills | Short, relevant modules which can build up your financial capability and employability skills. |