



Frank Field
Education Trust

*“Knowledge is power.
Information is liberating.
Education is the premise
of progress, in every
society, in every family”*

- Kofi Annan



Year 9 Knowledge Organiser

Learning Programme 2

Pupil Name:

Form Group:

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Instructions

Every school day you should be studying at least 1 section of your Knowledge Organiser (KO) for homework.

The timetable on the page 5 tells you which subjects you should be studying on which days (it doesn't matter if you have that subject on that day or not, you should follow the timetable).

You are to use your exercise book to show the work you have done. Each evening you should start a new page and put the date clearly at the top.

You need to bring your KO and exercise book with you EVERYDAY to the academy.

Your parents should tick off your homework every evening using the grid in your KO on page 4.

Your KO and exercise book will be checked regularly in form time, failure to show homework for ALL FIVE days of the week will result in an after school detention that day.

You will also be tested in your lessons on knowledge from the organisers.

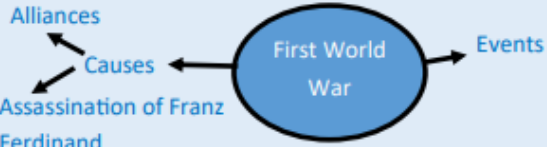
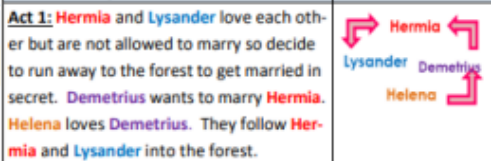
Self-testing

You can use your KOs and book in a number of different ways but you should not just copy from the Knowledge Organiser into your book. Use the 'How to self-test with the Knowledge Organiser' booklet to help you.

Below are some possible tasks you could do in your workbooks, no matter which task you do you should always check and correct your work in a different coloured pen.

- Ask someone to write questions for you
- Write your own challenging questions and then leave it overnight to answer them the next day
- Create mind maps
- Create flashcards
- Put the key words into new sentences
- Look, cover, write and check
- Mnemonics
- Draw a comic strip of a timeline
- Use the 'clock' template to divide the information into smaller sections. Then test yourself on different sections
- Give yourself spelling tests
- Definition tests
- Draw diagrams of processes
- Draw images and annotate/label them with extra information
- Create fact files

How do I self quiz?

<p>How to use...Flashcards</p> <ol style="list-style-type: none"> 1. On one side of the flash card, write the word or question. 2. On the other side, write the definition for the word, or answer to the question. 3. Once you have completed your set of cards, put them in a pile. Then for each card, see if you can remember the definition or answer to the question. Tick or cross when you get it right or wrong. 4. When you get the card right, place it in the 'correct' pile. When you get it wrong, place it in the 'wrong' pile. Repeat until all cards are in the 'correct' pile. <p>You can also use the Leitner Method: https://www.youtube.com/watch?v=C20EvKtdJwQ</p>	<p>How to use... Look, Cover, Write, Check and Correct</p> <ol style="list-style-type: none"> 1. Write your key words into the 'Look, Cover' column and then cover it. 2. Write out the meaning, definition or spelling in the 'Write' column. 3. Put a 'tick' or 'cross' in the 'Check' column depending on if you got the answer right. 4. If you got the answer incorrect, write the correct answer in the 'Correct' column. <table border="1" data-bbox="835 635 1408 871"> <thead> <tr> <th>Look , Cover</th> <th>Write</th> <th>Check</th> <th>Correct</th> </tr> </thead> <tbody> <tr> <td>Noun</td> <td>A person, place or</td> <td>✓</td> <td></td> </tr> <tr> <td>Algorithm</td> <td>Algorithm</td> <td>X</td> <td>Algorithm</td> </tr> </tbody> </table>	Look , Cover	Write	Check	Correct	Noun	A person, place or	✓		Algorithm	Algorithm	X	Algorithm	<p>How to use... Mind Maps</p> <ol style="list-style-type: none"> 1. Write out your topic or idea in the centre. E.g. The First World War. 2. Off of the main bubble, write out important categories to organise your ideas. E.g. causes of WWI and events in WWI 3. Then add your knowledge off of these branches. You might even be able to make connections between them. 4. Once made, then redraw as many of the connections as possible from memory. Correct any errors. 
Look , Cover	Write	Check	Correct											
Noun	A person, place or	✓												
Algorithm	Algorithm	X	Algorithm											
<p>How to use... Explaining a process/ idea further</p> <p>Your teacher might ask you to explain a key idea, process or event from your learning. This could be the water cycle (Geography), photosynthesis (Science) or something else. In your answer, try to use the words because, but, and so. These will help you to:</p> <ol style="list-style-type: none"> 1. Because: helps to explain a reason, cause or why something works. 2. But: helps to explain a limitation or problem. 3. So: helps to explain what happens next in a sequence, process or event. <p>Check your sentences to see if your explanations or right or wrong. Correct any errors.</p>	<p>How to... Summarise a process/idea</p> <p>Rather than expand or explain a process, your teacher might ask you to summarise it into its key parts. E.g. summarising the plot 'A Midsummer Night's Dream' in English.</p> <ol style="list-style-type: none"> 1. Read through the relevant part of your knowledge organiser as directed by your teacher. 2. Write out the (up to) 5 most important parts in your KO book, leaving a two lines in-between. 3. For each part, add one main idea. 4. E.g. here, the 4 key characters are picked out, and the direction of love is shown through the arrows. Check and correct any errors. 	<p>How to use... Subject Specific Tasks or Questions</p> <p>Your teacher might choose to set a task that is not outlined here, and which is specific to that topic or their subject.</p> <p>In this case, your teacher will outline specifically what it is you need to do, and how. This will still include you checking and correcting any errors.</p> 												

Homework diary

Week	Date	Subject	Task
LP2.1	Monday 21 st October	Maths Drama	Create a mind map detailing properties of 3D shapes. Make notes on the style and key influences of Blood Brothers.
	Tuesday 22 nd October	English Art	Learn key vocabulary and concepts from the knowledge organiser by reading through the information and transforming the key information into a revision poster, flash cards, brainstorm, summary, quiz or any other format of your choosing. Draw a 3x3 box in your book and fill with 9 different texture drawings.
	Wednesday 23 rd October	Science ICT	Research and write a definition for the following words about the Periodic Table: Element, Group, Period, Atomic Number, Atomic Mass Create flashcards for different Excel Formulas.
	Thursday 24 th October	History Music	Create images to represent 5 of the key vocab words. Write a paragraph about the origins and themes of hip hop music.
	Friday 25 th October	Geography PE	Describe the structure of the earth. Use the 'Look, cover, write, check' method to list the key training principles/key terms of your sport or activity.

Week	Date	Subject	Task
LP2.2	Monday 4 th November	RE Technology	Mind map the causes of conflict. Explain the difference between hardwoods and softwoods.
	Tuesday 5 th November	MFL	Log onto your personal Languagenut account and complete the appropriate homework task.
	Wednesday 6 th November	Maths Drama	Make a revision card about nets. Look at the keywords in the knowledge organiser. Learn their spelling and definition. Then use look, cover, write, check to test yourself.
	Thursday 7 th November	English Art	Write a description of a spooky, abandoned house or mansion. Use as much detail as possible to create a gothic atmosphere. Think about what the house looks like, how it feels to be inside, and any strange noises or sights. Complete an observational drawing of a flora or fauna – select your own image or use the WAGOLL.
	Friday 8 th November	Science ICT	Write a paragraph to explain the properties of group 1 elements. List at least 5 different uses that charts could have in everyday life. How does visualising data make things easier for people?

Week	Date	Subject	Task
Review learning week	Monday 11 th November	ALL	This week is an opportunity to work on knowledge that has been identified during lessons as key areas for development. This could be additional revision and recall tasks from the knowledge organisers or it could be specific tasks set by classroom teacher.
	Tuesday 12 th November		
	Wednesday 13 th November		
	Thursday 14 th November		
	Friday 15 th November		

Week	Date	Subject	Task
LP2.3	Monday 18 th November	History Music	List the key people in the Russian Revolution. What is body percussion? Create a revision card about this.
	Tuesday 19 th November	Geography PE	Choose two types of plate margins and explain what happens, using a diagram to support. Create a list of the positions (team sports) or events in your sport (athletics).
	Wednesday 20 th November	RE Technology	Describe what a Just War is. Explain how timber is harvested.
	Thursday 21 st November	MFL	Log onto your personal Languagenut account and complete the appropriate homework task.
	Friday 22 nd November	Maths Drama	List and define the keywords of 3D shapes. Create flashcards on the key characters from Blood Brothers. Describe their character and how they might have led to the tragic death of both twins.

Week	Date	Subject	Task
LP2.4	Monday 25 th November	English Art	Imagine that Eel Marsh House is being put up for sale. Write a real estate advertisement for the house. Describe the features of the house and land, but also hint at the eerie and unsettling things that happen there. Try to balance the "appeal" and the creepy nature of the property. Explain what is meant by analogues colours, tint, tone, shade.
	Tuesday 26 th November	Science ICT	Write a paragraph to explain the properties of group 7 elements. Research how businesses use spreadsheets.
	Wednesday 27 th November	History Music	Create a mind map for the parts of the Soviet political system. Create a flashcard using the key vocabulary on your knowledge organiser.
	Thursday 28 th November	Geography PE	Explain what happens in an earthquake. Make flashcards on the tactics you could use within your sport/activity to gain an advantage (e.g. how to get a head start).
	Friday 29 th November	RE Technology	Explain how a Holy War is different to a Just War. What similarities do they have? What differences do they have? Create a diagram exploring the Iterative Design process.

Week	Date	Subject	Task
LP2.5	Monday 2 nd December	MFL	Log onto your personal Languagenut account and complete the appropriate homework task.
	Tuesday 3 rd December	Maths Drama	In one paragraph explain the difference between surface area and volume. Explain how you have used three of the keywords in your own performances in lessons during this learning programme.
	Wednesday 4 th December	English Art	Imagine you are Arthur Kipps after you return from Eel Marsh House. Write a letter to a friend explaining what happened there. Describe the strange events you witnessed, your feelings of fear, and how the experience has changed you. Describe what types of colours are used in the WAGOLL images.
	Thursday 5 th December	Science ICT	Write a paragraph to explain the properties of group 0 elements. Why is important that data has context? Is it useful if you are given lots of data but have no idea what it is for?
	Friday 6 th December	History Music	Create a storyboard of the Russian Revolution. Create a short guide about how to write a rap. Try to include body percussion where you can.

Week	Date	Subject	Task
LP2.6	Monday 9 th December	Geography PE	Using diagrams, compare the two main types of volcano. Practice some of the key techniques that are used within your sport/activity at home.
	Tuesday 10 th December	RE Technology	State the Sikhi view on conflict. Give a piece of evidence to support your answer. Describe what Product Design is.
	Wednesday 11 th December	MFL	Log onto your personal Languagenut account and complete the appropriate homework task.
	Thursday 12 th December	Maths Drama	Create a mind map about congruence. Create an informative poster on Willy Russell, his intentions and his influences.
	Friday 13 th December	English Art	Write an alternative ending to <i>The Woman in Black</i> . Imagine that something different happens when Arthur Kipps returns to London. Perhaps the Woman in Black follows him, or something even more terrifying occurs. Be creative and make it as suspenseful as possible. Using primary, secondary and tertiary colours, create 4 different types of blending using pens or pencil crayons.

Week	Date	Subject	Task
LP2.7	Monday 16 th December	Science ICT	Research and explain how simple machines work. Research and list as many formatting tools as you can that are in Excel.
	Tuesday 17 th December	History Music	Create a PEE paragraph explaining the impact of dictatorship on Italy. Choose a hip-hop artist – create a mini artist profile about them.
	Wednesday 18 th December	Geography PE	Compare earthquakes in countries of different levels of wealth- write a paragraph. Use a method of your choice to revise the rules for your sport/activity.
	Thursday 19 th December	RE Technology	Explain the three types of pacifism. List what industries would you use Product Design.
	Friday 20 th December	MFL	Log onto your personal Languagenut account and complete the appropriate homework task.

Y9 Textures

Key words

Acrylic Paint (fast-drying paint made of pigment suspended in acrylic polymer emulsion)

Textures (the feel, appearance, or consistency of a surface or substance)

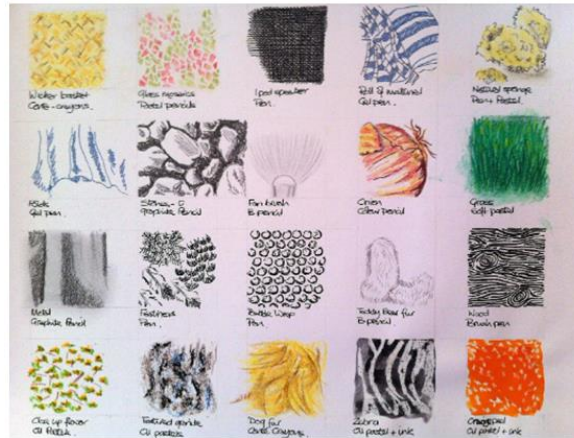
Analogues colours (Analogous colors are a group of three colors that sit next to each other on the color wheel. They are similar and coordinate well.)

Tint (Add white to a hue)

Tone (Add Grey to a hue)

Shade (Add black to a hue)

Mark Making Techniques



Mixed media (using more than one material)

- Acrylic
- Oil pastel
- Pencil
- Water colour
- Colour pencil
- Collage
- printing

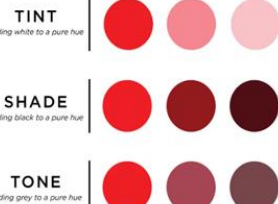
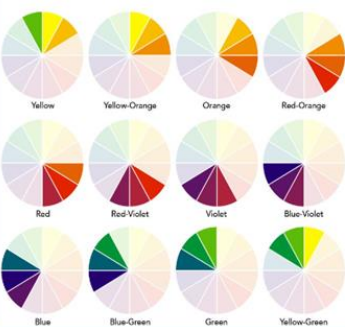
Wagolls



Formal Elements Focus



ANALOGOUS COLORS



Fauna and Flora: animals generally, or all the animals that live in a particular place. The word "fauna" contrasts with the word "flora," which refers to plants only.

Human Body: animals generally, or all the animals that live in a particular place. The word "fauna" contrasts with the word "flora," which refers to plants only.

Typography is the art and technique of arranging type to make written language legible, readable and appealing when displayed. The arrangement of type involves selecting typefaces, point sizes, line lengths, line spacing, letter spacing, and spaces between pairs of letters.

Layers, blending, tactile, surface, value, form.

Drama

STYLE

Blood Brothers was initially produced by Willy Russell as a play and later adapted into a musical. It has both naturalistic and non-naturalistic stylistic features. Non-naturalistic features include dramatic irony, breaking the fourth wall, multi-rolling and the alienation technique (verfremdungseffekt).



INFLUENCES

- Bertolt Brecht influenced through techniques such as educating the audience, narration and multi-rolling.
- Socio-political issues such as the recession, unemployment, and the widening of the social gap.
- Margaret Thatcher was the Prime Minister responsible for high rates of unemployment, closing the mines and factories.
- Marilyn Monroe was a famous Hollywood actress. She is known for her glamour but also struggled with depression which led to her suicide.

KEY WORDS

- **Dramatic irony** – when the audience knows more than the character.
- **Breaking the fourth wall** – speaking directly to the audience.
- **Multi-rolling** – taking on multiple roles. Narrator also plays the milkman and gynaecologist.
- **Verfremdungseffekt** – the alienation effect which separates the audience from the action.
- **Foreshadowing** – an indication or warning of a future event.

Blood Brothers

WHO?

Willy Russell was born in 1947 into a working class family near Liverpool. He left school at the age of 15 without academic qualifications and became a hairdresser. By the age of 20 he felt the need to return to education and after University he became a teacher.

INTENTIONS

- To educate the audience on socio-political issues.
- To create an anti-Thatcher play to encourage the audience to think.
- To entertain.
- To decrease the divide between the working class and upper classes.

KEY CHARACTERS

Mickey Johnstone – The lower class twin. He is honest, sincere and good hearted. He impregnates Linda, gets laid off and ends up in prison addicted to anti-depressants.

Edward Lyons – The higher class twin. His good-natured manner leads to the plays final scene.

Mrs Johnstone – Biological mother of the twins and a horde of other children. Left by her husband she gets a job as a cleaner. She is the moral centre of the play, tortured by guilt and regret.

Mrs Lyons – Opposite of Mrs Johnstone whom she employs as a cleaner. She adopts Edward. She announces the affair between Edward and Linda and contributes to the murder of her adopted son.

Linda – Both twins fancy Linda. As a teen she only has eyes for Mickey but later has an affair with Edward.

Narrator - All knowing, Narrator constantly reminds the audience of the terrible choice which started the chain of events but ultimately claims it was class which caused the tragedy.

English – The Woman in Black, by Susan Hill

Plot Summary:

Arthur Kipps, a young solicitor, is sent to the remote village of Crythin Gifford to attend the funeral of Mrs. Alice Drablow and settle her affairs at Eel Marsh House, an isolated estate accessible only by a causeway that is cut off by the tide. While at the funeral, Arthur catches sight of a mysterious woman dressed in black, but when he mentions her, the villagers react with fear and refuse to discuss her or the house. As he spends more time at Eel Marsh House, Arthur experiences increasingly strange and terrifying events, including sightings of the Woman in Black and the disturbing sound of a pony and trap being pulled into the marshes. He also hears unexplained noises, such as a child's cries and doors opening on their own. Though deeply unsettled, Arthur's curiosity compels him to uncover the truth about the house and the identity of the Woman in Black, but the villagers remain silent, leaving him to face the haunting mystery alone.

Key Characters:

Arthur Kipps - The main character and narrator, a young solicitor haunted by supernatural events at Eel Marsh House.
The Woman in Black (Jennet Humfrye) - A vengeful ghost whose tragic past drives the haunting.
Samuel Daily - A local landowner who befriends and advises Arthur, though he's hesitant to discuss the haunting.
Mr. Jerome - Mrs. Drablow's agent, visibly terrified of the Woman in Black.
Keckwick - The man who transports Arthur to Eel Marsh House via pony and trap.
Stella - Arthur's wife, who appears after the events at Eel Marsh House.
Mrs. Alice Drablow - The deceased owner of Eel Marsh House, whose life and secrets are central to the story.
Nathaniel Drablow - Jennet Humfrye's son, whose death is key to the haunting.

Key Words:

Haunting - Appearing repeatedly or causing distress; often associated with ghosts.
Eerie - Strange and frightening; creating an unsettling atmosphere.
Ominous - Giving the impression that something bad is going to happen; threatening.
Isolation - The state of being separated from others; loneliness.
Vengeful - Seeking revenge; driven by a desire for retribution.
Supernatural - Related to forces beyond the scientific understanding; magical or ghostly.
Clairvoyant - Having the ability to perceive events in the future or beyond normal sensory contact.
Cemetery - A burial ground; a place where the dead are interred.
Tragic - Involving or causing extreme sadness; often related to loss or suffering.
Melancholy - A deep, persistent sadness; a gloomy state of mind.
Ethereal - Extremely delicate and light in a way that seems too perfect for this world; ghostly.
Abbyss - A deep or seemingly bottomless chasm; often used metaphorically to describe a profound depth of sadness or despair.
Nostalgia - A sentimental longing for the past; a wistful affection for a period or place with happy personal associations.
Foreboding - A feeling that something bad will happen; a sense of impending doom.
Morbid - Characterized by an abnormal interest in disturbing and unpleasant subjects, especially death.

Gothic Conventions in the Novel:

- **Isolated Setting** - Eel Marsh House is remote and cut off, creating loneliness and vulnerability.
- **Mysterious and Supernatural** - The Woman in Black is linked to unexplained events and supernatural occurrences.
- **Fear and Terror** - Arthur Kipps experiences strange sounds, ghostly sightings, and the oppressive atmosphere of the house.
- **Secrets and Forbidden Knowledge** - Jennet Humfrye's tragic backstory is revealed through cryptic clues.
- **Dark and Gloomy Atmosphere** - Fog, marshland, and darkness create an oppressive mood.
- **Unexplained Sounds** - Arthur hears unsettling noises like a pony and trap and a child's cries.
- **Madness and Distress** - Eel Marsh House affects Arthur's mental state, blurring reality and fear.
- **Death and Decay** - Imagery of death (funerals, cemeteries, decay) is constant throughout the novel.
- **Omens and Curses** - The Woman in Black is an omen of tragedy, with doom following her appearances.
- **Gloomy Weather** - The bleak weather adds to the gloomy and threatening mood.

Key Skills:

LP2.2: Spotting Stylistic Features

Pick out interesting words and phrases. Ask: What effect do these have on me as the reader?

Use metaphors and similes to create vivid imagery and enhance the emotional impact of your writing.

LP2.3: Having a Critical Opinion

Decide if you agree or disagree with the message. Use formal language for clarity.

LP2.4: Using Quotes to Back Up Your Ideas

Include a quote to back up your points. Explain how the quote supports your argument.

LP2.5: Looking at Form and Structure

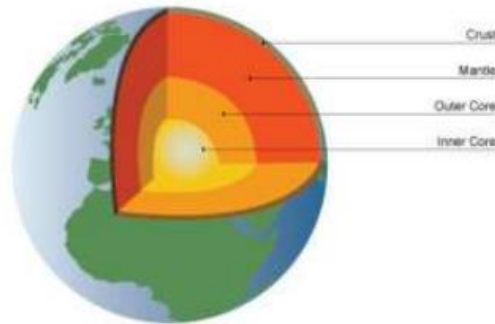
Consider why the writer chose a specific form (e.g., poetry, novel). Analyse paragraph lengths and their effect on mood or tension.

Experiment with different structures, like varying paragraph lengths, to influence pacing and mood in your piece.

Tectonics Knowledge Organiser

Structure of the Earth

The Earth has four main layers - the **inner core**, the **outer core**, the **mantle** and the **crust**.



- The **inner core** is extremely hot and is a very dense solid.
- The **outer core** is 2,000 km thick and is a liquid.
- The **mantle** is semi-molten and about 3,000 km thick.
- The **crust** is the rocky outer layer; it is thin compared to the other sections, approximately 5 to 70 km thick.

Plate tectonics

Plate margin: where two or more plates meet

Convection currents: movement within the Earth's mantle caused by the heat of the core

The Earth's crust is broken up into huge slabs called plates. The plates float on the mantle and are constantly moving by **convection currents**. When these plates move, they bump into, move away from, or rub up against other plates at the **plate margins**. How these plates move in relation to other plates dictates what type of plate margin it is and helps us understand what types of hazards will occur there.



Constructive plate margin

A constructive plate margin occurs when **plates move apart**. Volcanoes are formed as magma wells up to fill the gap, and eventually new crust is formed. Earthquakes occur here also. **E.g.** North American and Eurasian plates forming the mid-Atlantic Ridge.



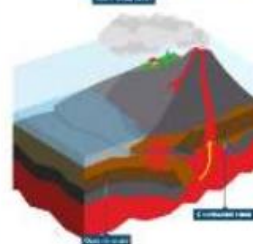
Destructive plate margin

Destructive plate margins occur when tectonic plates move towards each other and collide. The effect this has depends on what kinds of plates are colliding:

- If **two continental plates collide**, they are both buoyant and so cannot sink into the mantle. As a result, compression forces the plates to collide and form fold mountains. **E.g.** The Indian & Eurasian plates formed the Himalayas.



- If an **oceanic and a continental plate move towards each other**, the denser oceanic plate is subducted and sinks under the continental plate and into the Earth's mantle, where it is recycled. Earthquakes, fold mountains and volcanoes occur. **E.g.** The Nazca & South American Plates.



Conservative plate margin

A conservative plate margin occurs where **plates slide past each other** in opposite directions, or in the same direction but at different speeds.

Friction is eventually overcome and the plates slip past in a sudden movement. The shockwaves created produce an earthquake.

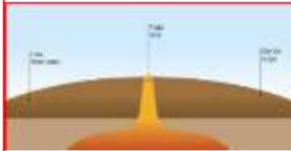
E.g. The North American and Pacific plates forming the San Andreas Fault in California.



Tectonics Knowledge Organiser

Volcanoes

Volcanoes are vents to the interior of the planet - they allow magma from the mantle to spill out as lava onto the Earth's crust. There are 2 types of volcanoes, shield and composite.



A **shield volcano** has gently sloping sides and runny lava that covers a wide area.

A **composite volcano** is steep sided and cone-shaped, it is made up of layers of ash and lava. The lava is sticky so it does not flow far.



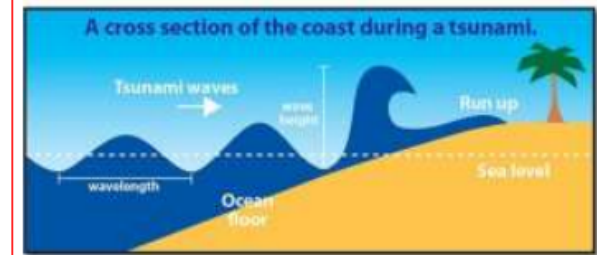
Earthquakes

Earthquakes are the sudden violent shaking of the ground. This happens because the Earth's plates are constantly moving. Sometimes, because of **friction**, plates try to move and become stuck. **Pressure** builds up because the plates are still trying to move. When the pressure is released, it sends out huge amounts of **energy** causing the Earth's surface to shake violently. The point inside the Earth's crust where the earthquake originates from is known as the **focus**. The earthquake's energy is released in **seismic** waves and they spread out from the focus. The **epicentre** is the point on the Earth's surface directly above the focus. The seismic waves are most powerful at the epicentre.



Tsunami

Tsunami is a Japanese word which means '**harbour wave**'. A tsunami is a large sea wave caused by the displacement of a large volume of water. They can be caused by earthquakes triggered by moving sections of the Earth's crust under the ocean. Tsunamis have many social, economic, and environmental impacts depending on where they hit and their size.



Case Study: Iceland



This volcano began erupting lava on 20th March 2010. Impacts of the eruption include:

- Melting of large amounts of ice which led to flooding in Southern Iceland
- Ash from the volcano contaminated their local water supplies
- All over Europe airplanes were grounded until the air cleared
- The ash deposited iron into the North Atlantic triggering a plankton bloom

Case study: Nepal vs Japan Earthquakes

	Nepal 2015 (LIC)	Japan 2011 (HIC)
Magnitude	7.8	9.0
Death Toll	8,632	15,894
Injured	19,009	6,152
Social Impacts	Hundreds of thousands made homeless	500,000 people evacuated
Economic Impacts	Loss of tourism (a major industry in Nepal)	56 bridges and 26 railways destroyed or damaged
Environmental Impacts	Triggered several avalanches	Triggered tsunami & nuclear meltdown
Cost to rebuild	\$10/ £7.8 Billion	\$309/ £189 Billion

Managing hazards

There are 3 things we can do to lessen the affects of earthquakes, the 3 Ps.

Prediction - Using technology to estimate when and where we think an earthquake is going to happen. **We often know where one will happen but it is difficult to figure out when it will.**

Protection - Putting measures in place to help protect people during an earthquake. The most important and common one is **building special buildings that will not collapse.**

Preparation - This is all about getting ready for when the next one comes. It includes **special drills and practices so people know what to do, and preparing materials in advance.**

History

Y9 LP2 Russia Knowledge Organiser

Trotsky



Russian revolutionary, journalist, central figure in the October revolution

Stalin



Soviet revolutionary and political leader, led the Soviet Union from 1924-1954

Nicholas II



Tsar (Emperor) of Russia, killed by the Bolsheviks during the Russia Revolution

Rasputin



Spiritual healer, helped Alexis, became close to Tsarina

Lenin

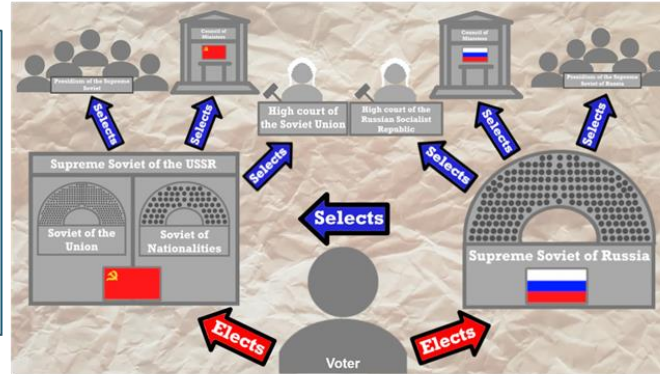


Russian revolutionary, politician, first Head of the USSR

The Russian Revolution was a series of events that led to the downfall of the Tsarist autocracy and the establishment of the Soviet Union. Some causes were: poverty, striking workers, poor living conditions and general social unrest.

Other factors like Rasputin, were important too. By March 1917 Tsar Nicholas II was forced to abdicated.

Civil War broke out in late 1917 - the Red Army fighting for Lenin and the White Army for the monarchy, capitalism and democratic socialism. On July 1918 the Tsar and his family were executed by the Bolsheviks. Lenin won the Civil War by 1923.



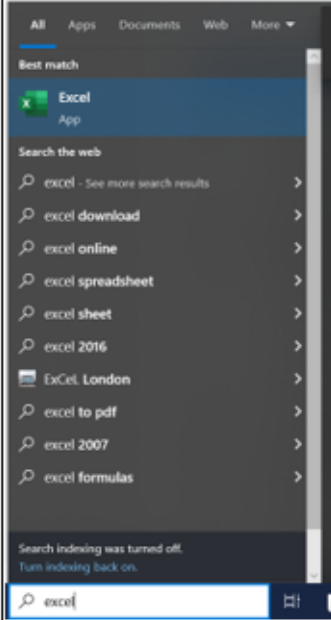
Keywords	
T2 Words for the world	
World Superpower	A country with a dominant position in the world.
Socio-economic	Relating to social (people) and economic (money) factors
Communism	The idea that everyone is equal, and the state owns all industry. Extreme left of the political spectrum
Fascism	Extreme right wing, oppressive way of ruling.
Political movement	A group of people who share an idea for change.
Manifesto	A list of aims of a political party
Revolution	The forcible overthrow of power in favour of a new system.
T3 History specific words	
Tsarism	System of being ruled by the Tsar (King) in Russia.
Revolution	The overthrow of government, for a new system.
Rasputin	A healing monk who had great influence over the Tsar and Russian royal family.
April Thesis	Lenin's vision for the Russian Revolution when he returned from exile.
Trotsky	Russian revolutionary, journalist, central figure in the October revolution

January 1905	December 1916	February 1917	March 1917	October 1917	July 1918	1918-1921	1924	1991
1905 Revolution	Death of Rasputin	February Revolution	Tsar Nicholas II forced to abdicate	October Revolution	Murder of Tsar Nicholas II and family	Russian Civil War	Death of Lenin Stalin takes power	Collapse of Soviet Union

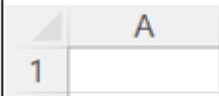
ICT

Key Vocabulary	
Vocabulary	Definition
Excel	Spreadsheet software by Microsoft that you will use in lesson.
Cell	A location on a spreadsheet where data can be inputted
Cell Reference	The address of a cell. This is made up of columns and rows. For example A2.
Column	The vertical stack of cells. A column's name is a letter. For example, A, B, C
Row	The horizontal row of cells. A row's name is a number. For example, 1, 2, 3, 4
Function	A function is used to make the spreadsheet do things such as maths for you.
Chart	A visual representation of data.
Formatting	Arranging your spreadsheet so the data is readable and is visually pleasing.
Data	Facts and statistics (such as numbers) without context
Information	Groups of data with context.

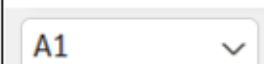
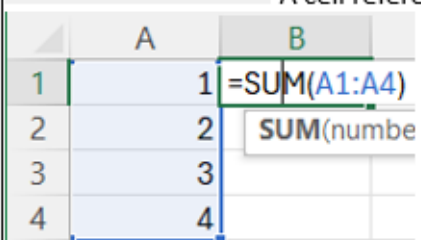
Knowledge



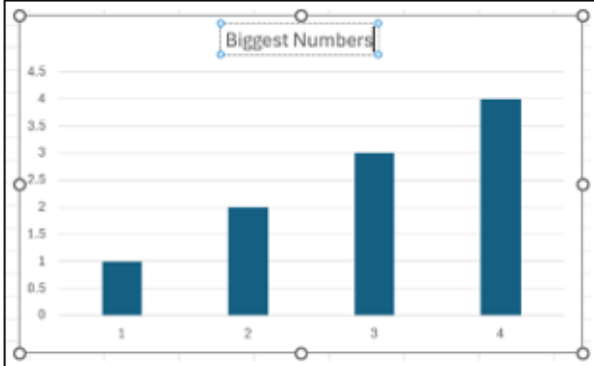
A cell, column and row



A cell reference

SUM function
adding numbers together.



A chart displaying information.

=SUM(cells) – Adds a range of cells together

=AVERAGE(cells) – Gives you the average number from a range of cells

=MAX(cells) – Gives you the biggest number from a range of cells

=MIN(cells) – Gives you the smallest number from a range of cells

=COUNT(cells) – Counts from a range of cells how many have numbers in. Gives you the number of cells with numbers in.

YEAR 9 — CONSTRUCTING IN 2D/3D... 3D Shapes

@whisto_maths

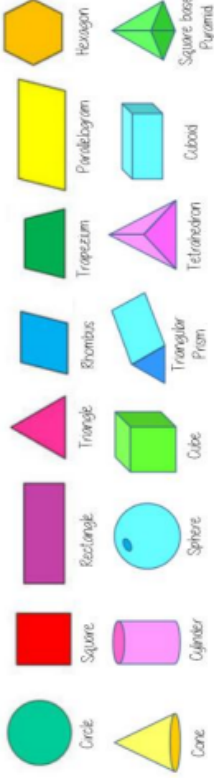
What do I need to be able to do?

- By the end of this unit you should be able to:
 - Name 2D & 3D shapes
 - Recognise Prisms
 - Sketch and recognise nets
 - Draw plans and elevations
 - Find areas of 2D shapes
 - Find Surface area for cubes, cuboids, triangular prisms and cylinders
 - Find the volume of 3D shapes

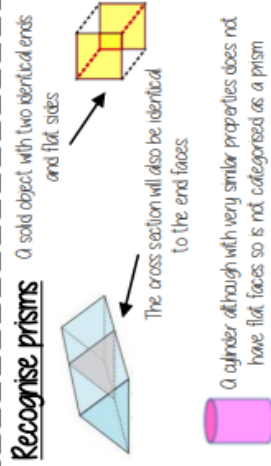
Keywords

- 2D:** two dimensions to the shape e.g length and width
- 3D:** three dimensions to the shape e.g length, width and height
- Vertex:** a point where two or more line segments meet
- Edge:** a line on the boundary joining two vertices
- Face:** a flat surface on a solid object
- Cross-section:** a view inside a solid shape made by cutting through it
- Plan:** a drawing of something when drawn from above (sometimes birds eye view)
- Perspective:** a way to give illustration of a 3D shape when drawn on a flat surface.

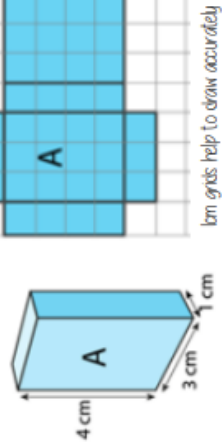
Name 2D & 3D shapes



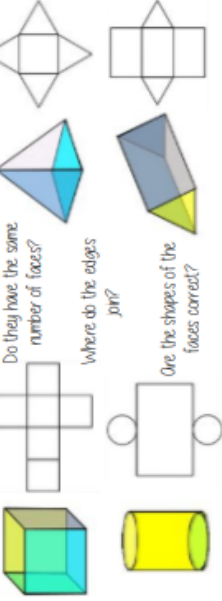
Recognise prisms



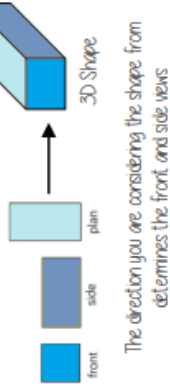
Nets of cuboids



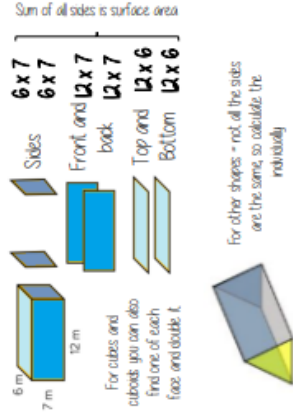
Sketch and recognise nets



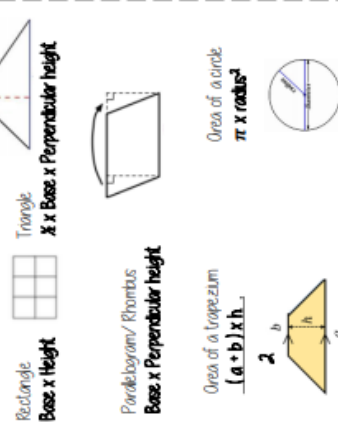
Plans and elevations



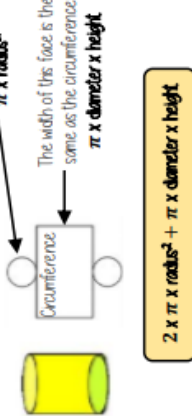
Surface area



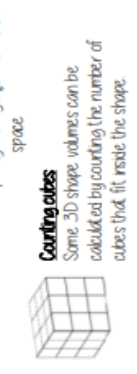
Area of 2D shapes



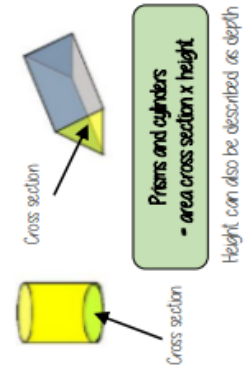
Surface area - cylinders



Volumes



Cubes/ Cuboids - base x width x height
Remember multiplication is commutative



Areas - square units
Volumes - cube units
Areas and volumes can be left in terms of pi

YEAR 9 — CONSTRUCTING IN 2D/3D...

Constructions & congruency

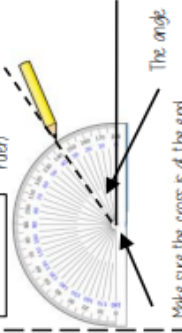
@xristo_maths

What do I need to be able to do?

- By the end of this unit you should be able to:
 - Draw and measure angles
 - Construct scale drawings
 - Find locus of distance from points, lines, two lines
 - Construct perpendiculars from points, lines, angles
 - Identify congruence
 - Identify congruent triangles

Draw and measure angles

R Make a mark at 35° with a pencil and join to the angle point (use a ruler)



Make sure the cross is at the end of the line (where you want the angle)

Scale drawings

A picture of a car is drawn with a scale of 1:50

For every 1cm on my image is 50cm in real life

The car image is 100mm

$$\begin{array}{l} \text{Image: Real life} \\ 100\text{mm} : 50\text{cm} \\ \times 50 \\ \times 100\text{mm} : 5000\text{mm} \end{array}$$



Keywords

- Protractor:** piece of equipment used to measure and draw angles
- Locus:** set of points with a common property
- Equidistant:** the same distance
- Disrectangle:** (a stadium) — a rectangle with semi circles at either end
- Perpendicular:** lines that meet at 90°
- Arc:** part of a curve
- Bisector:** a line that divides something into two equal parts
- Congruent:** the same shape and size

Locus of a distance from a straight line

All points are equidistant (the same distance) from line

The ends of the line are fixed points



Equipment needed

The line is straight so a ruler is used for the straight lines parallel to your original line

Locus of a distance from two lines

Obtain an angle bisector
This cuts the angle in half

From the angle vertex draw two arcs that cut the lines forming the angle

Keep the compass the same size and use the new arcs as centres to draw intersecting arcs in the middle

Join the vertex to the intersection

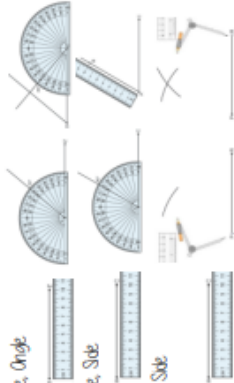


Constructing Triangles

Side, Angle, Angle

Side, Angle, Side

Side, Side, Side



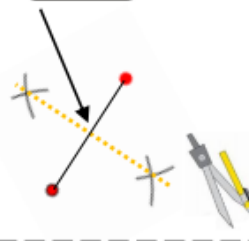
Link to steps

Locus equidistant from two points

Obtain a perpendicular bisector
Because if the points are joined, this new line intersects it at a 90°

Join the intersections with a ruler

Keep the compass the same size and draw two arcs from equidistant from both points each point

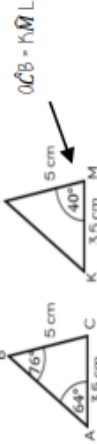


Congruent figures



Congruent figures are identical in size and shape — they can be reflections or rotations of each other

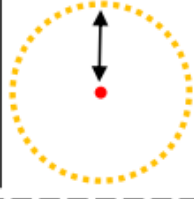
Congruent shapes are identical — all corresponding sides and angles are the same size



Because all the angles are the same and OC=KM, BC=LM, triangles OBC and KLM are **congruent**

Locus of a distance from a point

All points are equidistant (the same distance) from the fixed point in the middle

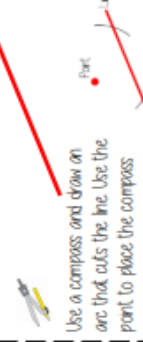


If the point is in the corner it can only make a quarter circle

Equipment needed
The radius is the distance from the fixed point

Construct a perpendicular to a point

Use a compass and draw an arc that cuts the line. Use the point to place the compass



Keep the compass the same distance and now use your new points to make new intersecting arcs

Connecting the arcs makes the bisector

If P is a point on the line the steps are the same

Congruent triangles

Side-side-side

All three sides on the triangle are the same size

Angle-side-angle

Two angles and the side connecting them are equal in two triangles

Side-angle-side

Two sides and the angle in-between them are equal in two triangles (it will also mean the third side is the same size on both shapes)

Right angle-hypotenuse-side

The triangles both have a right angle, the hypotenuse and one side are the same

Knowledge Organiser Year 9 Trabajar – Working!

Los trabajos en el hotel

Hotel jobs

Camarero/a	<i>waiter</i>
Cocinero/a	<i>cook</i>
Dependiente	<i>shop assistant</i>
Esteticista	<i>beautician</i>
Jardinero/a	<i>gardener</i>
Limpiador/a	<i>cleaner</i>
Peluquero/a	<i>hairdresser</i>
Recepcionista	<i>receptionist</i>

¿En qué consiste tu trabajo?

What does your job involve?

Tengo que...	<i>I have to</i>
Contestar al teléfono	<i>answer the phone</i>
Ayudar a los clientes	<i>help customers</i>
Cortar el pelo a los clientes	<i>cut customers' hair</i>
Cuidar las plantas	<i>look after the plants</i>
Hacer manicuras	<i>do manicures</i>
Limpiar habitaciones	<i>clean rooms</i>
Preparar comida	<i>prepare food</i>
Servir la comida	<i>serve the food</i>
Vender productos	<i>sell products</i>
¿Te gusta tu trabajo?	<i>Do you like your job?</i>
(No) me gusta mi trabajo	<i>I (don't) like my job</i>
Difícil	<i>difficult</i>
Estimulante	<i>stimulating</i>
Estresante	<i>stressful</i>
Monótono	<i>monotonous</i>

Opinions: Always try to emphasise your opinions and give extra information – explain your opinions!!

¿Cómo eres?

Creo/pienso que soy	<i>I think I am...</i>
Ambicioso	<i>ambitious</i>
Creativo/a	<i>creative</i>
Independiente	<i>independent</i>
Inteligente	<i>intelligent</i>
Organizado/a	<i>organised</i>
Paciente	<i>patient</i>
Práctico/a	<i>practical</i>
Responsable	<i>responsible</i>
Serio/a	<i>serious</i>
Sociable	<i>sociable</i>
Trabajador(a)	<i>hard-working</i>

What are you like?

Describe tu trabajo

¿En qué trabajas?	<i>What do you do for a living?</i>
¿Por qué decidiste ser...?	<i>Why did you decide to be a</i>
Decidí ser	<i>I decided to be</i>
¿Cómo es un día típico?	<i>What is a typical day like?</i>
Hablo con clientes	<i>I talk to customers</i>
Leo mi agenda	<i>I read my diary</i>
Preparo mis cosas	<i>I prepare my things</i>
Trabajo con mi equipo	<i>I work with my team</i>
Voy a la oficina	<i>I go to the office</i>
Voy a estudiar/trabajar en	<i>I am going to study/work in</i>
Va a ser guay	<i>It is going to be cool</i>
¿Qué cualidades tienes que tener?	<i>What qualities do you have to have</i>
¿Cuáles son tus ambiciones para el futuro?	<i>What are your ambitions for the future?</i>
En mi trabajo los idiomas son muy importantes	<i>In my job languages are very important</i>

Describe your job

En qué te gustaría trabajar?

What job would you like to do?

Me gustaría ser	<i>I want to be...</i>
Abogado/a	<i>lawyer</i>
Cantante	<i>singer</i>
Diseñador(a)	<i>designer</i>
Enfermero/a	<i>nurse</i>
Mecánico/a	<i>mechanic</i>
Periodista	<i>journalist</i>
Policía	<i>police officer</i>
Taxista	<i>taxi driver</i>
Me gustaría	<i>I would like</i>
No me gustaría (nada)	<i>I wouldn't like (at all)</i>
Trabajar al aire libre	<i>to work in the open air</i>
Trabajar con animales	<i>to work with animals</i>
Trabajar con niños	<i>to work with children</i>
Trabajar en equipo	<i>to work in a team</i>
Trabajar en una oficina	<i>to work in an office</i>
Trabajar solo	<i>to work alone</i>
Hacer un trabajo creativo	<i>to do a creative job</i>
Hacer un trabajo manual	<i>to do a manual job</i>

¿Cómo va a ser tu futuro?

What is your future going to be like?

En el futuro	<i>in the future</i>
Voya...	<i>I am going to</i>
Ganar mucho dinero	<i>earn lots of money</i>
Hacer un trabajo interesante	<i>Have an interesting job</i>
Ir a la Universidad	<i>go to university</i>
Ser voluntario	<i>to be a volunteer</i>
Tener hijos	<i>to have children</i>
Viajar	<i>to travel</i>
Vivir en el extranjero	<i>to live abroad</i>

Year 9 – Hip Hop and Body percussion

Origins of Rap Music

Hip-hop originated in the Bronx area of New York in the 1970s.

Its vocal origins lie in the Jamaican 'toasting' tradition. Toasting is a cross between talking and rhythmic chanting which was originally practiced by Jamaican MCs.

The term '**hip-hop**' refers to American urban black culture featuring DJing, graffiti art, breakdancing, MCing and rap. Prominent international hip-hop artists include Jay-Z and Public Enemy.

Getting started in Rap

Choose a theme - it could be about anything, for example where you live, your family, school. Write down lots of words that you associate with your theme, they don't need to rhyme at first.

When you have the words, try to build some rhymes. Rap is often written with couplets that go at the very end of each line. Find some pairs of rhyming words that work well together as you're writing and aim to keep the lines all the same length.

Project self-confidence – often rappers will write about being the best at what they do.

Work on performing and writing lyrics that get the crowd excited.

Body Percussion



Clap



Snap



Pat



Stomp

Key Vocabulary

Rapping

Reciting words to a beat.

Rhythm

Rhythm is the changing patterns of long sounds, short sounds and silences that are played or sung in a song.

Beat

Beat is the steady, underlying pulse of the music (like your heartbeat, a clock's tick, or the part of the music that you would clap or tap along to).

Body Percussion

Body percussion is one way we can make music just using our bodies, this includes beatboxing.

MC

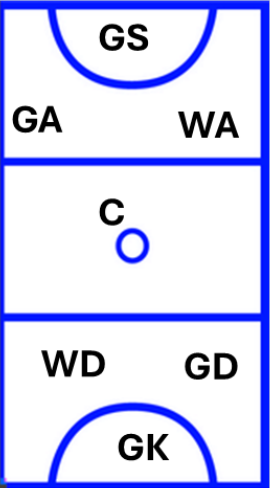
In hip-hop, an **MC**, or **emcee**, is a vocalist who rhymes over beats played by a DJ. The term **MC** is short for "Master of Ceremonies" and originated in the late 1970s.

Internal Rhyme

Internal rhyme is a rhyme that occurs within the same line of verse. It can also occur between internal phrases across multiple lines.

Physical Education

<i>Year 9 - Key Skills - Netball</i>		<i>Key Terms</i>	
Passing	Various passes are used within a game; chest, bounce, overhead and shoulder with control and accuracy.	Tactical Skills Attack and Defence Free Space Losing an opponent Change of speed Timing Decision making	Physical Fitness Coordination Agility Reaction time Power Stamina Strength
Catching	A skill used to receive the ball, enabling the team to keep possession of the ball. Catching is consistent and accurate		
Footwork	Control is demonstrated when catching the ball performing both two- and one-foot landing.		
Dodging	Advanced techniques to outwit opponents. A change of speed and direction in order to get free into space to receive the ball		
Shooting	Fluency, control and accuracy when shooting. A skill used by Goal Attack and Goal Shooter within the game to score a goal		

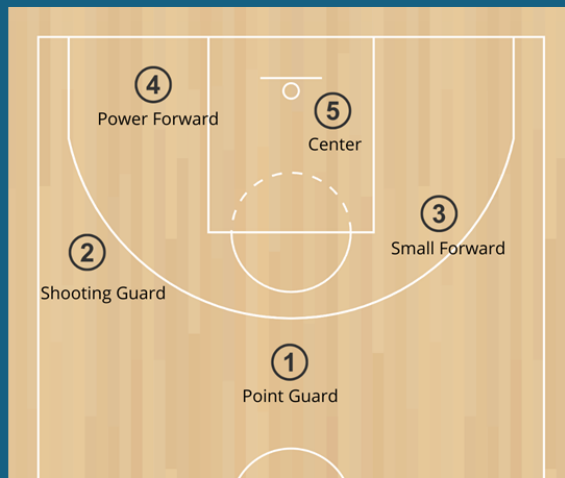
<i>Positions</i>	<i>Key Rules</i>
	<p>All sideline and back line passes must be taken behind the court lines.</p> <p>Centre must step into the immediate, delaying play is not allowed.</p> <p>A player must not drop the ball and then retrieve it, this is known as replaying the ball</p> <p>A free pass given in the circle must be a pass, a shot is not allowed.</p>

Year 9 - Key Skills - Basketball

Key Terms

Passing	Various passes are used within a game; chest, bounce, overhead and shoulder with control and accuracy.	Tactical Skills Attack and Defence Free Space Losing an opponent Change of speed Timing Decision making	Physical Fitness Coordination Agility Reaction time Power Stamina Strength
Catching	A skill used to receive the ball, enabling the team to keep possession of the ball. Catching is consistent and accurate.		
Behind the Back Dribble	Involves the ball handler bouncing the ball off of the floor behind his feet and catching it with the other hand.		
Dodging	Advanced techniques to outwit opponents. A change of speed and direction in order to get free into space to receive the ball.		
Shooting	Fluency, control and accuracy when shooting. A skill used by any player within the game to score a basket.		

Positions



Key Rules

Personal foul penalties: If a player is shooting while being fouled, then he gets two free throws if his shot doesn't go in, but only one free throw if his shot does go in.

Charging. An offensive foul that is committed when a player pushes or runs over a defensive player. The ball is given to the team that the foul was committed upon.

Blocking. Blocking is illegal personal contact resulting from a defender not establishing position in time to prevent an opponent's drive to the basket.

Flagrant foul. Violent contact with an opponent. This includes hitting, kicking, and punching. This type of foul results in free throws plus the offense retaining possession of the ball after the free throws.

RE KNOWLEDGE ORGANISER

Peace and Conflict

Y9 LP2



What are the causes of conflict?

The causes of any war are complex. Wars are rarely about just one thing. They can be declared when a state or states act to:

- attack or invade another state, to gain territory or resources
- resist such an attack or invasion by an aggressor
- protect another state from attack by an aggressor
- impose domination or political change on another state, or to resist such domination
- challenge a threat to 'essential national interests' by another state
- counter perceived threats from a different ideology, religion or ethnic group
- defend the national honour when under threat



JUST WAR

A **Just War** is a war which is declared for right and noble reasons and fought in a certain way. A Just War is not a war that is 'good' as such – it is a war that some Catholics may feel to be necessary or 'just' in the circumstances, when all other solutions have been tried and have failed. It is a necessary evil and a

HOLY WAR

A war fought for a religious cause or God, often inspired by a religious leader. Fighters of holy wars may expect a place in paradise, or forgiveness for their sins.

The Sikhi View

Sikhs do not believe that war is always wrong but they do believe that it is only acceptable as a final resort.

Peaceful methods involve dialogue and non-violence as shown by Guru Nanak, Guru Arjan and Guru Tegh Bahadur.

"After spending time in the company of the true I lost the sense of 'us' and 'them'. No one is my enemy, nor do I regard others as strangers. I am friendly towards everyone."

Guru Granth Sahib page 1299

JIHAD

Greater Jihad is the personal, inner struggle to be a good Muslim and to improve spiritually. It is a constant duty and is seen as an act of worship.

Lesser Jihad is about defending Islam from threat. While the majority of Muslims see their religion as one of peace, sometimes Muslims have taken up arms against enemies when they or other Muslims have been persecuted. The Quran says: Permission [to fight] has been given to those who are be-



Pacifism

Being against conflict



Absolute Pacifism

Believes that war is ALWAYS wrong.

Selective Pacifism

Thinks some kinds of wars are wrong. For example, wars where nukes (nuclear weapons) are involved

Energy adds up

The **law of conservation of energy** states that energy cannot be created or destroyed, only transferred.

$$\text{total energy before} = \text{total energy after}$$

Transferring energy

Light, sound, and electricity are ways of transferring energy between different stores.

Energy and temperature

- **Thermometers** measure temperature in degrees **Celsius (°C)**.
- Temperature measures the *average* energy.
- **Thermal energy** measures the total energy.

A warm bath has more thermal energy than a heated kettle, even though the kettle has a higher temperature.

Heating solids, liquids, and gases

- As we heat things the particles gain more **kinetic energy**, and vibrate more or faster.
- The energy needed to heat an object depends on the mass, material and temperature rise.

Equilibrium

Equilibrium is when objects have the same thermal energy.

Energy and power

Renewable resources

Renewable resources produce greenhouse gases when built, not when used, and will not run out.

For example, wind, tidal, wave, hydroelectric, geothermal, biomass, and solar powers.

The current created is sent to our offices, factories, and homes down long cables.

These fossil fuels produce **greenhouse gases**, such as carbon dioxide.

Fossil fuels are burned to heat water, which produces steam.

The steam turns a turbine, which spins a generator.

Non-renewable resources

Non-renewable resources include the **fossil fuels** coal, oil, and gas. These were formed millions of years ago from fossilised remains.

These are non-renewable because you cannot reuse them, and they will eventually run out. Coal, oil, or gas are used to run **thermal power stations**.

Food and fuels

- There is energy in the **chemical stores** associated with food and fuel.
- Energy is measured in **joules (J)**.
- You need different amounts of energy for different activities.

The energy in food varies.

For example:

- *apple – 200kJ per 100g*
- *chips – 1000kJ per 100g*

The energy used when we do things varies too.

For example:

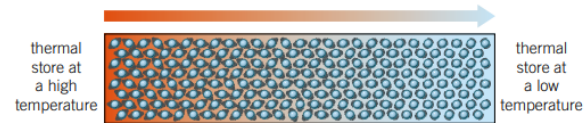
- sitting – 6kJ per minute
- running – 60kJ per minute

Particles

Thermal energy can be **transferred** by **conduction, convection** or **radiation**.

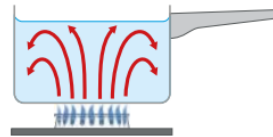
Conduction

- Particles collide into others when they vibrate.
- Occurs in solids.



Convection

- Occurs in liquids or gases.
- The part in contact with the heat source gets hotter. The particles move faster, causing them to become further apart, and a decrease in density.
- The hot part then rises, and cooler, denser parts fall and take its place at the bottom.
- They now heat, so the cycle continues. We call this a **convection current**.



Energy and power

Power is the rate of energy transfer – how much energy is transferred each second.

Energy bills

- Energy bills are measured in 1 **kilowatt** per hour (kWh).
- *For example, a 2kW device uses 4 kWh.*
- A bill covers the cost of the fuel used at the power station, the power station, staff, and infrastructure.
- To convert kWh this to joules, convert the time to seconds.
- *For example, 2000J/s × 7200s = 14 400 000J*

Reducing bills

- Use fewer appliances or more efficient ones.
- Insulated houses lose less thermal energy so don't need to use as much power.

Work energy and machines

$$\text{Work done (J)} = \text{force (N)} \times \text{distance (m)}$$

Simple machines like **levers** and **gears** can make it easier to do work but you still get the energy out that you put in.

Radiation

- **Infrared radiation** transfers energy without particles – it is a wave.
- All objects emit radiation.
- The amount depends on their temperature and the surface (colour and rough/smooth).
- Radiation can be **absorbed** or **reflected**.

The Periodic Table Key Vocabulary

- 1.Element** - a pure substance consisting of only one type of atom.
- 2.Property** - a characteristic or feature of a substance, such as its density, color, or reactivity.
- 3.Group** - a vertical column in the periodic table that contains elements with similar chemical properties.
- 4.Period** - a horizontal row in the periodic table that signifies the number of electron shells in the elements.
- 5.Metal** - a class of elements characterized by their ability to conduct heat and electricity, malleability, and shininess.
- 6.Non-metal** - elements that are typically poor conductors of heat and electricity and are not malleable or ductile.
- 7.Molecule** - the smallest unit of a chemical compound that can exist; composed of two or more atoms bonded together.
- 8.Alkali metals** - elements in Group 1 of the periodic table, known for being highly reactive, especially with water.
- 9.Halogens** - elements in Group 7 of the periodic table, known for being highly reactive non-metals.
- 10.Noble gases** - elements in Group 0 (or 18) of the periodic table, characterized by their lack of reactivity.
- 11.Transition metals** - elements found in the central block of the periodic table, known for their ability to form various oxidation states.

Energy Key Vocabulary

- 1.Transfer** - the movement of energy from one place or object to another.
 - 2.Transform** - the change of energy from one form to another, such as kinetic energy to thermal energy.
 - 3.Conservation** - the principle that energy cannot be created or destroyed, only transferred or transformed.
 - 4.Efficiency** - a measure of how much useful energy is converted from a given input of energy.
 - 5.Dissipation** - the spreading out or loss of energy, often as heat, to the surroundings.
 - 6.Conduction** - the transfer of heat energy through direct contact between materials.
 - 7.Convection** - the transfer of heat energy through the movement of fluids (liquids or gases).
 - 8.Radiation** - the transfer of energy through electromagnetic waves, such as heat from the Sun.
 - 9.Work** - the transfer of energy when a force moves an object over a distance.
 - 10.Power** - the rate at which work is done or energy is transferred, measured in watts (W).
 - 11.Joule** - the unit of energy or work in the International System of Units (SI).
 - 12.Watt** - the unit of power in the International System of Units (SI), equivalent to one joule per second.
 - 13.Renewable** - energy from sources that can be replenished naturally, such as solar, wind, and hydroelectric.
 - 14.Non-renewable** - energy from sources that cannot be replenished in a short time, such as fossil fuels.
 - 15.Fuel** - a substance that can be consumed to produce energy, like coal, oil, or gas.
 - 16.Insulation** - a material that reduces or prevents the transfer of heat, sound, or electricity.
-

Y9 – Product Design Knowledge Organiser - Memo

Product design is the process of creating new products for sale businesses to its customers. It involves the generation and development of ideas through a systematic process that leads to the creation of innovative products.

12

TYPES OF WOOD AND THEIR PROPERTIES



Keywords:

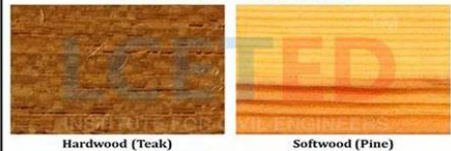
Hardwood: the wood from a broadleaved tree (such as oak, ash, or beech) as distinguished from that of conifers.

Softwood: the wood from a conifer such as pine, fir, or spruce.

Deforestation: the clearing or thinning of forests by humans.

1. **Harvesting:** cutting down trees for commercial use. On – site processing, careful inspection

HARD WOOD VS SOFT WOOD



SPECIFICATION	HARDWOOD	SOFTWOOD
Origin	Deciduous Trees	Evergreen Trees
Trees Be Like	Oak, Teak & Mahogany	Pine, Spruce & Fir
Price	More Costly	Less Costly
Density	Harder (Not Always)	Softer(Not Always)
Colour	Generally Dark	Almost Light
Structure	Lower Sap Part	Higher Sap Part
Grain	Close	Loose
Fire Resistance	Good	Poor
Weight	Heavy	Light



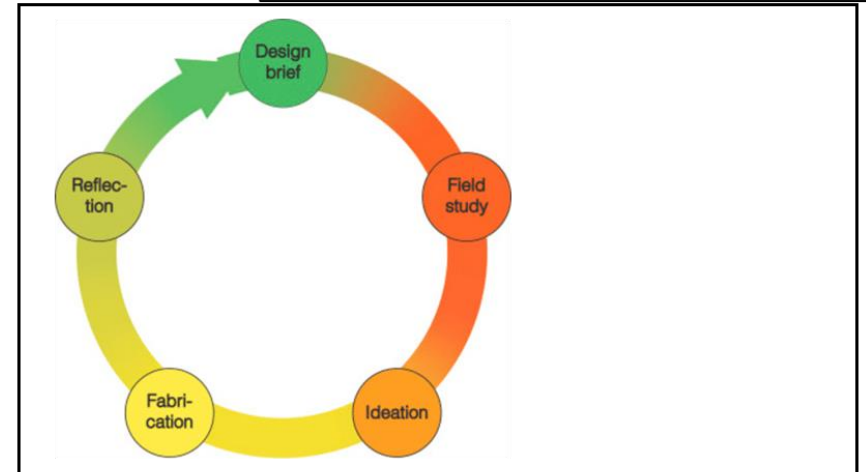
How to create a design:

Various sketches

Sketch, then go over with fineliner

Add colour to final design

Label the different parts and where the inspiration came from

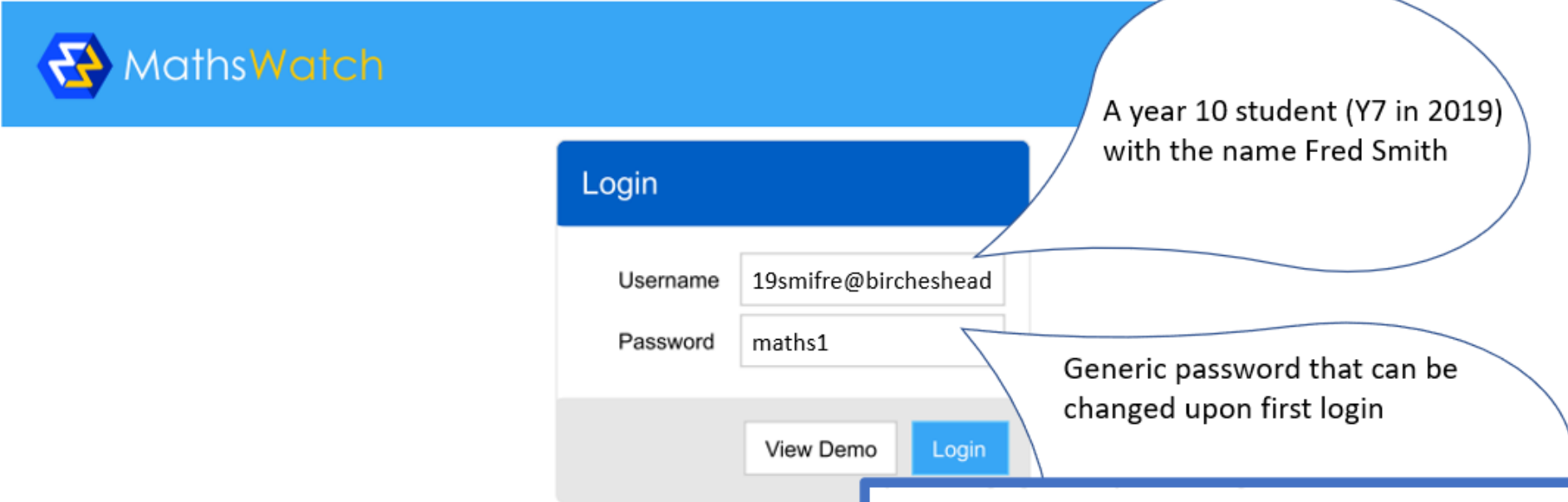


MathsWatch / SENECA / Kerboodle Instructions

MathsWatch

Please navigate to vle.mathswatch.co.uk using your preferred browser (we do recommend Google Chrome but IE, Safari and others should work just as well).

You will be presented with this login page:



The screenshot shows the MathsWatch login interface. At the top left is the MathsWatch logo. Below it is a blue header bar. The main content area is titled 'Login' and contains two input fields: 'Username' with the value '19smifre@bircheshead' and 'Password' with the value 'maths1'. Below the input fields are two buttons: 'View Demo' and 'Login'. A blue box in the top-right corner contains the text 'Firstname's account Logout 365 days until renewal'. Annotations include a speech bubble pointing to the username field with the text 'A year 10 student (Y7 in 2019) with the name Fred Smith', another speech bubble pointing to the password field with the text 'Generic password that can be changed upon first login', and a blue-bordered box at the bottom right with the text 'To do that, click on [Firstname's account Logout 365 days until renewal] in the top-right corner and then choose "My Details" from the drop-down menu.'

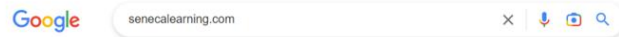
Use the login details given by your teacher.

SENECA

Information for Students: How to Sign up to Seneca

Please use the information below to learn how to sign up to Seneca Learning. This is where all of your English homework will be set.

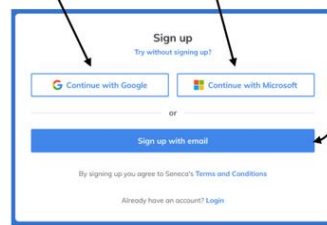
Step 1 – Go to a search engine (Google or Chrome) and go to **senecalearning.com**



Step 2 – Find the **sign up** button (top right of the screen) and click on it.

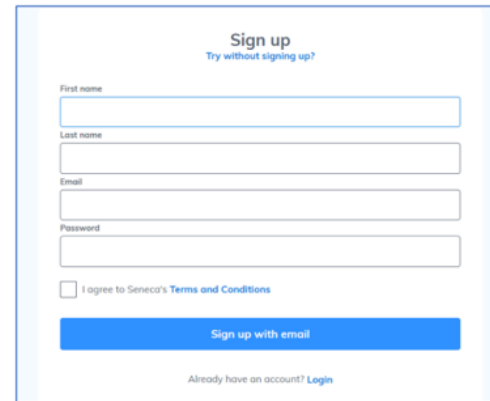
- Note: registering an account with Seneca is completely **free**. You will not be asked to enter any payment details.

Step 3 – You can **sign up** with your Gmail account, your Microsoft account or with your email address. Click on the icon.



Step 4 – Enter your details.

- If you have a Gmail or Microsoft account that you already use, just enter your details.
- If you do not have an email address, click **'Sign up with email.'**
- If you have clicked on the sign up with email button, you will be taken to a screen which looks like this:



If you do not have your own email address, use this formula:

firstname.surname@bircheshead.com

e.g, if your name is Charlie Walker, it would be:

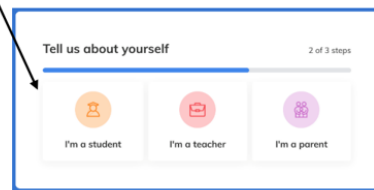
charlie.walker@bircheshead.com

The password is **password**

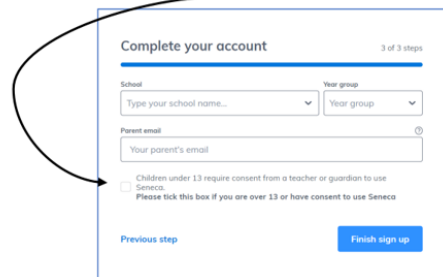
Write your new email here:

@bircheshead.com

Step 5 – Click on the **student icon** and then type in the school name and select your year group.

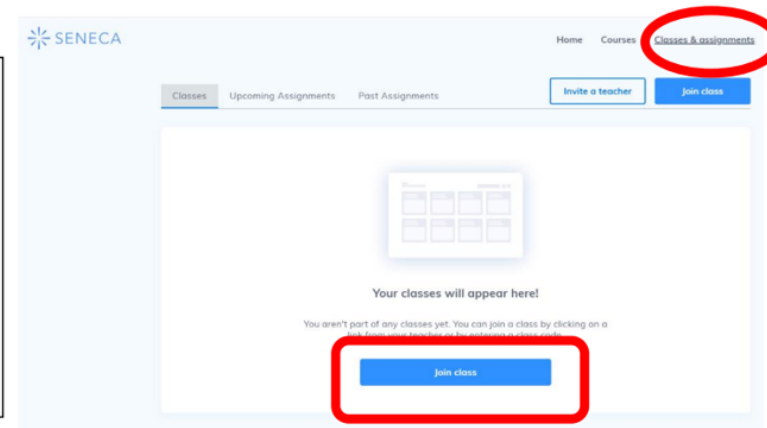


- You don't need a parent's email address, just **click the box** to say that you're over 13.



Step 6 – Join your class by clicking on the **Classes & Assignments** button at the top right. Then click on the **Join class** button. Enter your **class code** given to you by your English teacher.

Write your class code here:

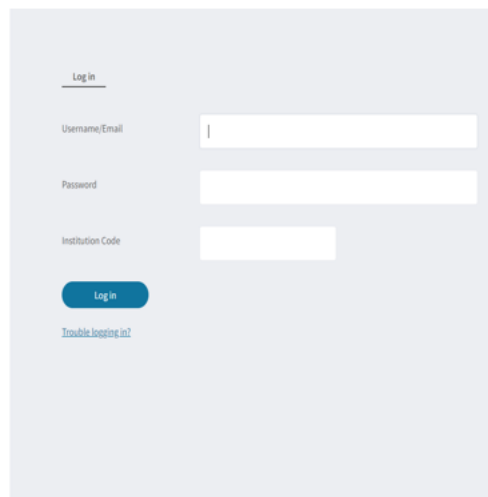


- Click the **Finish** sign up button.

Now you'll be able to access any homework set by your English teacher. Make a copy of your login details in your planner.

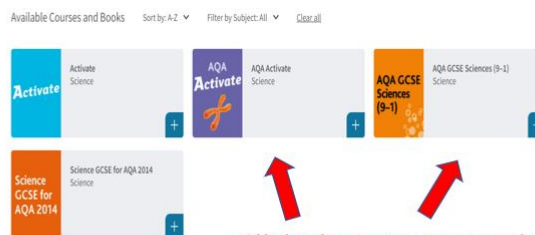
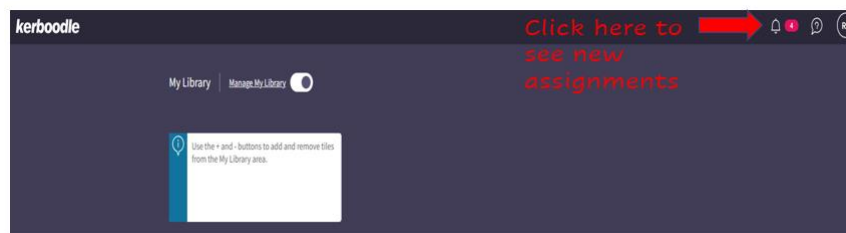
Kerboodle

- Go to www.Kerboodle.com
- It will look like this:



- Your username is your first initial and your complete surname. E.g.
- Joe Bloggs would be jbloggs
- Your password is the same as your username the first time you login.
- The institution code is: ua3

- The first time you login you can change your password



Click these to access the digital textbooks. Activate is for KS3 AQA GCSE for KS4