



**Frank Field**  
Education Trust

*“The view from space is really very special. From the window you can look back at the earth and see the stars around you. I just hope that more people from Britain get the chance to experience it.”*

- Helen Sharman

*Helen Patrica Sharman OBE is a British chemist who became the first British astronaut and first woman to visit the MIR space station in 1991.*



## Year 9 Knowledge Organiser

### Learning Programme 5

Pupil Name:

Form Group:

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## Instructions to use the Knowledge Organiser

### Use of the Knowledge Organiser

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

The timetable outlines the tasks you will study during that week.

Your subject teacher will set the relevant homework task from the Knowledge Organiser booklet and inform you of when the homework is to be handed in.

Your homework is to be completed in your subject exercise book, unless the instructions are different within the task.

You need to bring your Knowledge Organiser and exercise books with you EVERYDAY to the academy.

You will also be tested in your lessons on knowledge from the organisers every week to ensure that the core knowledge is retained over time.

You should also be developing your core knowledge by developing your self-testing, revision and study skills techniques alongside the homework tasks.

You can use any of the adjacent techniques on top of the core homework tasks to enhance your revision skills.

### Self-testing, revision and study skills techniques

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?

### How to use...Flashcards

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.

You can also use the Leitner Method: <https://www.youtube.com/watch?v=C20EvKtdJwQ>

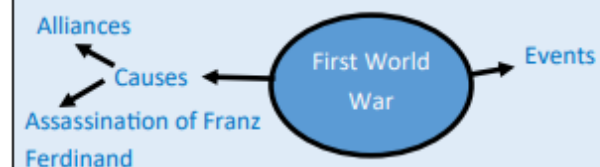
### How to use... Look, Cover, Write, Check and Correct

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.

Look , Cover	Write	Check	Correct
Noun	A person, place or	✓	
Algorithm	Algorithm	X	Algorithm

### How to use... Mind Maps

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.



### How to use... Explaining a process/ idea further

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:

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.

Check your sentences to see if your explanations or right or wrong. Correct any errors.

### How to... Summarise a process/idea

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.


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.

### How to use... Subject Specific Tasks or Questions

Your teacher might choose to set a task that is not outlined here, and which is specific to that topic or their subject.

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.

**Act 1:** **Hermia** and **Lysander** love each other but are not allowed to marry so decide to run away to the forest to get married in secret. **Demetrius** wants to marry **Hermia**. **Helena** loves **Demetrius**. They follow **Hermia** and **Lysander** into the forest.



Week	Subject	Task
<b>LP5.1</b>	English	Complete the retrieval quiz and task 1 from the homework booklet.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Maths.
	History	Create images to represent 5 of the key vocab words.
	RE	Create a mind map of the philosophical approaches to the rules of law.
	Art	Create a mind map with all of your final piece ideas.
	Technology	Create an argument for which section is the most important of the eatwell plate and why.
IT	Complete the task on Seneca.	

Week	Subject	Task
<b>LP5.2</b>	English	Complete the retrieval quiz and task 2 from the homework booklet.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Maths.
	Geography	Draw a rainforest tree and annotate its adaptations.
	Spanish	Use your knowledge organiser to revise the vocabulary for a short vocabulary test.
	Drama	Look at the key vocabulary. Choose 5 and learn the spelling and definition. Look, cover, write to test yourself.
	Music	Create a job profile for a role in the music industry explaining what that person does, responsibilities and any qualifications they may need.
PE	Use the 'Look, cover, write, check' method to list the key training principles/key terms of striking and field sports.	

Week	Subject	Task
<b>LP5.RLW</b>	ALL	<p>This week is an opportunity to work on knowledge that has been identified during lessons as key areas for development.</p> <p>This could be additional revision and recall tasks from the knowledge organisers or it could be specific tasks set by classroom teacher.</p>

Week	Subject	Task
<b>LP5.3</b>	English	Complete the retrieval quiz and task 3 from the homework booklet.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Maths.
	History	List the different type of foods brought to Britain through migration.
	RE	Describe if you believe God and the theory of evolution can both exist.
	Art	Select one final piece idea and sketch it, annotate and label to explain your idea, what materials you will use.
	Technology	Create an argument for which section is the most important of the eatwell plate and why.
IT	Complete the task on Seneca.	

Week	Subject	Task
<b>LP5.4</b>	English	Complete the retrieval quiz and task 4 from the homework booklet.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Maths.
	Geography	Create a key word glossary for this topic.
	Spanish	Use your knowledge organiser to revise the vocabulary for a short vocabulary test.
	Drama	Learn and rehearse your lines and movement for your PRT.
	Music	Find out the meaning of the lyrics for a song of your choice then write about this using the sheet to help you.
PE	Create a list of the positions (team sports) or events in your sport (striking and fielding)	

# Homework tasks

Week	Subject	Task
<b>LP5.5</b>	English	Complete the retrieval quiz and task 5 from the homework booklet.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Maths.
	History	Create a PEE paragraph explaining land disputes in the Middle East.
	RE	Make a fact file about New Atheism.
	Art	Draw an A5 circus themed pencil drawing, focus on the use of various tones to create form.
	Technology	Use ACCESS FM to evaluate your ideas.
	IT	Complete the task on Seneca.

Week	Subject	Task
<b>LP5.6</b>	English	Complete the retrieval quiz and task 6 from the homework booklet.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Maths.
	Geography	Draw a desert animal and annotate its adaptations.
	Spanish	Use your knowledge organiser to revise the vocabulary for a short vocabulary test.
	Drama	Learn and rehearse your lines and movement for your PRT.
	Music	Complete the musical elements activity in your homework booklet.
	PE	Practice some of the key techniques that are used within your sport/activity at home.

Week	Subject	Task
<b>LP5.7</b>	English	Complete the retrieval quiz and task 7 from the homework booklet.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Maths.

This Learning Programme you will be focusing on completing your final piece.

1. Evaluate your work so far
2. Explore your ideas
3. Explore your ideas
4. Test your process' and materials
5. Produce final piece
6. Produce final piece
7. Refine final piece



Key Word	Definition
Resolution	The level of detail in an image or artwork; higher resolution means clearer and sharper detail.
Evaluate	To judge or review something carefully, explaining what works well and what could be improved, and why.
Tone	The lightness or darkness of a colour or shade, used to create form, depth, and mood.
Texture	The surface quality of an artwork, either real (how it feels) or visual (how it looks like it feels).
Refine	To improve or adjust an artwork by making thoughtful changes to details, techniques, or ideas.
Reflect	To think carefully about your work or the work of others, considering decisions, outcomes, and improvements.
Observational	Drawing or creating art by closely looking at real objects, people, or scenes from life.
Art Elements	The basic visual components used in art, such as line, shape, form, tone, texture, colour, and space.

**A01** EXPLORE  
BEGIN TO LINK A  
**THEME IMAGES**  
TO YOUR CHOSEN ARTISTS WORK  
**ARTISTS**  
WRITTEN ANALYSIS  
**RESEARCH**  
LINK ARTISTS WORK TO IDEAS AND ARTWORK

**A02** EXPERIMENT  
WITH A  
**RANGE**  
LINKING TECHNIQUES TO ARTISTS AND THEMES  
**OF MEDIA**  
TEXTILES WATERCOLOUR  
**CLAY** MIXED MEDIA PHOTOGRAPHS OIL PASTEL PEN AND INK

**A03** IDEAS  
IDEAS LINKING TO ARTISTS WORK  
**DRAWINGS**  
ALL ARTWORK LINKING TOGETHER  
**PLANS**  
IN A RANGE OF EXPLANATIONS  
**DIFFERENT MEDIA** ANNOTATION

**A04** FINAL  
MEANINGFUL PIECE OF WORK  
**INFORMED** SHOW UNDERSTANDING  
**RESPONSE**  
LINK BETWEEN VISUALS AND ARTISTS  
**LINKS**  
TO ARTISTS WORK  
**RELEVANT** PRESENTATION

This Learning Programme you will be learning about:

## DEVISING

### Key Vocabulary

Brief	A brief is a set of instructions given to a group to create a performance.
Stimulus	A Stimulus is a starting point from which all of your ideas stem.
Research	Research is finding out information that will help you create your performance. This may be finding out ideas about a particular time period, location that the play is set.
Producing	Managing the project. This could be through communicating with companies, venues, organizing marketing and the budget.
Concept	Concepts are the general ideas for what you want your performance to look like.
Script - writing	Writing the words (dialogue) that people will say in a play.
Directing	Leading a group of people to create a performance

1

Target Audience	The people that you want to 'reach' and 'impact' with your performance. These are the people that you are aiming your performance at.
Theme	A theme is what the play is about. It is an idea in the story that runs throughout the whole performance.
Context	The circumstances of the story. This could include what has happened before the scene, the relationships between characters, the time period, the location, the social class and the cultural influences.
Structure	The order that the story is performed in.
Story-board	A storyboard is a series of images that explain how your story will look, shot by shot. Each image appears in chronological order, with notes underneath to explain what's happening.
Style	A theatre style is a 'type' of theatre. It is HOW the piece is performance. Some example of different styles are: Realism, Physical Theatre, Melodrama, Abstract.

2

### Contextual links:

#### Practitioners including -

Stanislavski <https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/1>

Berkoff <https://www.dramacraft.net/steven-berkoff.html>

Brecht <https://www.bbc.co.uk/bitesize/guides/zwmvd2p/revision/1>

3

Creative Intentions	How you want your audience to feel or the mood and atmosphere you want to create at any given point throughout your performance – for instance scared, sad, excited.
Mood /Atmosphere	The overall feeling created through the performance. Some example of moods/atmosphere are: exciting, scary, busy, calm.
Climax	The key moment that the performance builds up to. This could be a turning point or a high point of tension in the story.
Tension	A sense of anticipation or suspense – the feelings that the story is building up to something.
Symbols / Semiotics	Using something visual or a sound in a performance to suggest something to the audience. For example, a red flashing light could symbolise danger to the audience.
Resources	Resources are the physical objects you will need to put on the performance. E.g. specific props, costumes, rehearsal timetable, letters to target audience, devices for filming rehearsals

Research for a secondary stimulus	Finding other stimuli e.g. newspaper articles, historical artefacts, photos, which links to the stimulus in the brief.
Solo work	Writing something to perform yourself e.g. a monologue, solo song or dance piece
Small group work	Writing something to perform in a small group e.g. a duologue
Ensemble work	Working together with your group to come up with a scenario and short script to start off your story
Sketches, drawings and photographs	Drawing out your ideas or finding photos for inspiration
Mock-ups	Create a version of your set/props/costume using what you have around you to give you some inspiration for your performance

Role on the wall	Drawing an outline of a character and writing facts about them and their personality inside
Movement techniques	Try out some touch and response improvisation, round-by-through sequences or chair duets
Vocal work	Try out performing some words, phrases or sounds with your voice to create a mood and atmosphere. See if it generates any ideas.
Hot-seating	Create a character and take it in turns to ask questions to fill out the background of the character.
Mind-mapping	Write down your first thoughts about your stimulus. What ideas come to mind from the start
Explore the senses	Go through each sense – what type of tastes, smells, sights, sounds and textures does the stimulus make you think of?

<b>ENDING</b>	How will you end your performance? This could be with a tableau (freeze frame) or an exit from the stage
<b>PLOT</b>	This is the story you are telling through your performance.
<b>ISSUE</b>	For a performance to be meaningful and interesting, there needs to be an issue (this could be a theme or problem)
<b>CHARACTERS</b>	These are the people in your performance. It is important you understand your character's background and personality to play them convincingly.
<b>STRUCTURE</b>	This is the order you will tell the story in. Not all performances have to be in chronological (time) order. Sometimes it is effective to put scenes in the wrong order to make a point in your performance.
<b>AIM</b>	This is the reason for your performance – WHY is it being performed? What is it trying to achieve? For example, it could be to educate the audience about an issue or entertain the audience and make them laugh.
<b>RESOLUTION</b>	This is the way that your issue is resolved (sorted out). Your piece may have an "happy" or "unhappy" resolution. For example, a bully character could see the error of their ways and stop their bad behaviour (happy resolution). Alternatively, something bad could happen to the character being bullied (unhappy resolution). Sometimes there is no resolution (for example, a 'cliffhanger' ending) however, this should only be done for a specific effect.



During this learning programme, you will study Shakespeare's tragedy Othello. You will develop a detailed understanding of:

- The plot and key moments of the play
- The main characters and how they change
- Important themes, such as jealousy, love, power and betrayal
- How Shakespeare uses language, structure and dramatic methods
- How context influences characters and events

### Key Vocabulary:

- **Duplicity** – Being dishonest or two-faced.
- **Cuckold** – A man whose wife is unfaithful.
- **Patriarchy** – A society controlled mainly by men.
- **Subvert** – To undermine power or rules.
- **Paranoia** – Extreme and unreasonable suspicion.
- **Corruption** – The misuse of power for personal gain.
- **Treacherous** – Willing to betray trust.
- **Manipulative** – Controlling others unfairly to get what you want.

LP 5.1 You will learn:

- How to develop a **thoughtful personal opinion** about the plot
- How **contextual factors** (race, gender, hierarchy and religion) influence the play
- How to make **detailed links between context and events**

LP 5.2 You will learn:

- How to respond to the **main themes** of the play
- How to justify **why Shakespeare may have included these themes**
- How Shakespeare uses **writer's methods** to present characters

LP 5.3 You will learn:

- How to examine **relationships** in the play
- How Shakespeare presents relationships through **language and structure**
- How to use **subject terminology** accurately and appropriately

LP 5.4 You will learn:

- How to closely analyse the **effects of Shakespeare's methods**
- How these effects influence the **audience**
- How to write a **developed response** about a key moment using clear references

LP 5.5 You will learn:

- How to use **embedded quotations** effectively
- How Shakespeare builds **tension**
- How to write a **developed response** about how a character **changes**

LP 5.6 You will learn:

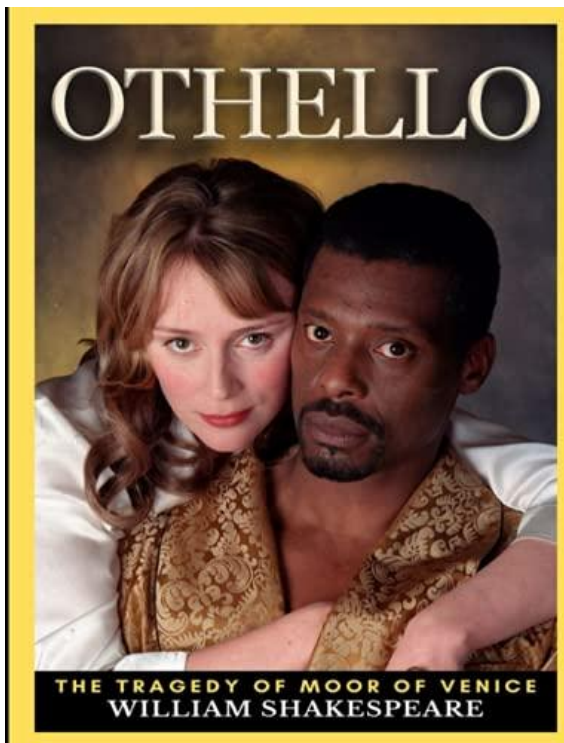
- How to make **detailed contextual links** across the play
- How context influences **plot progression**
- How to write thoughtful responses about the **development of events**

LP 5.7 You will learn:

- How **Othello develops throughout the play**
- How this development links to **key themes**
- How to present ideas confidently through **oracy activities**

### Plot:

*Othello* tells the story of a respected general who is secretly manipulated by his trusted friend, Iago. Iago plants false ideas that make Othello believe his wife, Desdemona, has been unfaithful. Consumed by jealousy, Othello makes tragic decisions that lead to death and loss.



**Characters:**

The play focuses on characters such as:

- Othello, a powerful but vulnerable leader;
- Iago, a manipulative villain;
- Desdemona, Othello's loyal wife;
- Emilia, Iago's wife, who challenges male power.

Their relationships drive the tragedy of the play.



**Othello and Desdemona**



**Iago and Emilia**

In *Othello*, the word "**Moor**" is used to describe Othello's background, not a job or title. It shows that he is seen as different because of his race and foreign origins. In Shakespeare's time, the word was often used for people from North Africa with darker skin, and it sets Othello apart from the other characters and affects how they treat him.

**Playwright:**

William Shakespeare was an English playwright who wrote *Othello* in the early 1600s. His plays explore complex human emotions such as jealousy, love and ambition. Shakespeare's work is still studied today because it asks important questions about human behaviour.

**Context:**

*Othello* was written in a patriarchal society where men held power and women were expected to be obedient. Attitudes to race were often racist, and Othello is treated as an outsider. Honour, reputation and male authority were highly important in Shakespeare's time.

**Themes:**

Key themes include jealousy, manipulation, power, love and betrayal. Shakespeare shows how jealousy can destroy trust and reason. The play also explores how ambition and manipulation can lead to tragic consequences.

This Learning Programme you will be learning about the Living World; how components of ecosystems interact and depend on each other.

## Key Vocabulary

Ecosystem	A community of plants and animals interacting with each other and their physical environment.
Biome	A large-scale ecosystem with a similar climate, vegetation, and animal life, such as deserts or rainforests.
Layer	A level within an ecosystem, especially in rainforests (e.g. emergent, canopy, understory, forest floor).
Structure	How an ecosystem is organised, including its layers and the relationships between plants and animals.
Distribution	The way ecosystems or biomes are spread across the Earth.
Features	Key characteristics of a place or ecosystem, such as climate, vegetation, and wildlife.

1

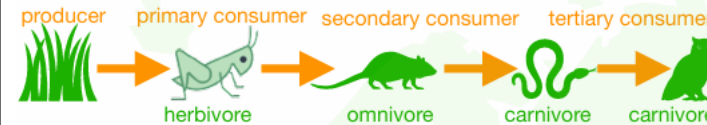
## Ecosystems

An ecosystem is an environment in which a community of plants and animals (biotic) that share an environment with non-living things (abiotic) such as soil. - Climate is the weather in an area over a long period of time.- The plants and animals within ecosystems adapt so that they are able to survive in that area.- Ecosystems are not one size: they can be as small as a hedgerow or as large as a rainforest.- Large ecosystems are called biomes. Examples of biomes include:- tundra (cold desert)- tropical rain

2

## Food webs and chains

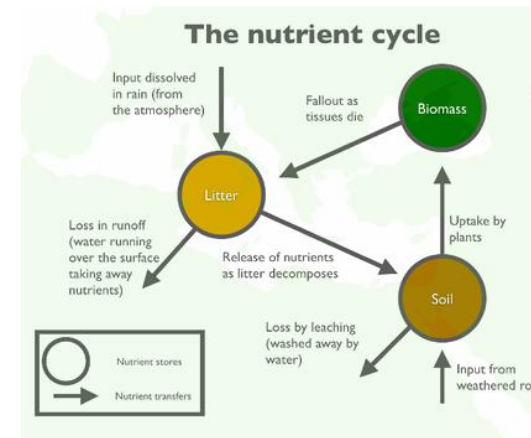
A **food chain** only follows one path as animals find food. eg: A hawk eats a snake, which has eaten a frog, which has eaten a grasshopper, which has eaten grass. A **food web** consists of many food chains. It shows the many different paths plants and animals are connected.



3

## The nutrient cycle

Decomposers break down dead plants and animals. They also break down the waste of other organisms. Examples of decomposers include bacteria and fungi. Decomposers get their energy from breaking down dead material e.g. dead producers, dead consumers or fallen leaves.



## Tertiary Consumers:

wolf bears (omnivores)

## Secondary Consumers:

predacious insects birds foxes & owls

## Primary Consumers:

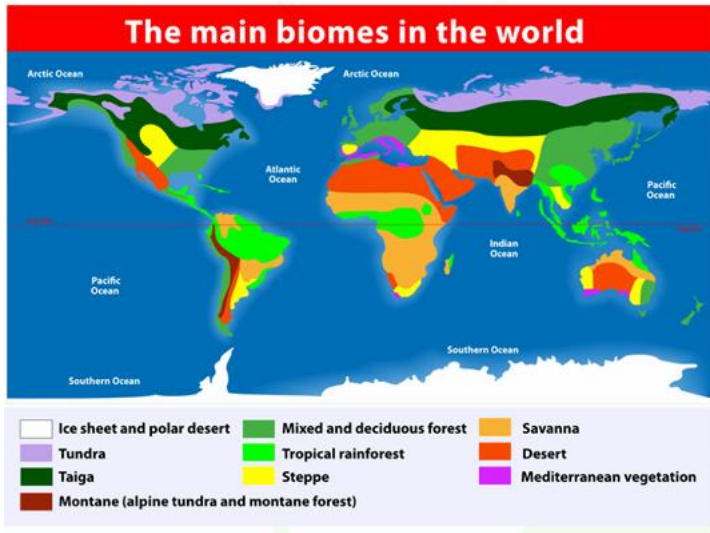
squirrel deer insects birds rabbit rodents

## Primary Producers:

ferns moss flowers fruit trees grass deciduous trees

## Simple Food Web

4



5

## Tropical rainforests

Tropical rainforests are located between 10° north and south of the equator where temperatures stay near 80 degrees all year round. Rainforests receive 160 to 400 inches (400-1000 cm) of rain each year. The largest rainforests are in Brazil (South America), Zaire (Africa) and Indonesia (South East Asia). Other tropical rainforest places are in Hawaii and the islands of the Pacific & Caribbean.

6

## Deserts

Hot air rises at the equator, where the land receives the greatest amount of the sun's radiation. Most of the world's deserts are located near 30 degrees north latitude and 30 degrees south latitude, where the heated equatorial air begins to descend. The descending air is dense and begins to warm again, evaporating large amounts of water from the land surface. The resulting climate is very dry. Other deserts are located in the rain shadows of mountain ranges. As moist air passes over a mountain range, it expands and cools, precipitating most of its moisture as it rises. As it sweeps down the other side of the mountain range, it warms and compresses, causing high evaporation rates and shedding little rain. Many of the deserts in the southwestern United States are the result of rain shadows. A few deserts, such as the Gobi Desert in China, are simply a result of being located far from the ocean, from which most atmospheric moisture is drawn. The moisture is precipitated before it can reach these interior areas. Deserts can form even on tropical coasts beside cold ocean currents, such as the west coast of South America. The currents cool the air, which then rises and warms as it moves over land, drawing up moisture that is later precipitated as the air moves farther inland.

7

**Temperate deciduous forests** are common in the mid-latitudes. Temperate deciduous woodlands are found between 40° and 60° north and south of the equator. They are found in Western Europe and on the Eastern coast of the USA. In these locations the rainfall is high, between 500-1,500 mm a year. The temperatures remain on average above 0°C even in the winter. The summer temperatures average between 20-25°C. The winter is cooler, which encourages the trees to shed their leaves.

1

This Learning Programme you will be learning about how Britain changed socially and culturally after WW2 with increased migration from people across the Empire to Britain.

What is migration?

Migration means people moving from one place to another to live there for a short time or permanently. It can involve moving within the same country or to another country

Why do people migrate?

Reasons people migrate are sorted into PUSH and PULL factors.

## Key Vocabulary

Migration	Movement of people to a new area or country
Partition	The dividing up of land, to create to countries
Antisemitism	Hatred, discrimination, and unfair treatment of Jewish people
Palestine	Area of land in the Middle East, split from Israelis by religious conflict
Colony	A country that is part of an empire
Displacement	forced to leave homes because it is no longer safe for them to stay
refugee	Someone who has been forced to leave their country because it is too dangerous to stay there

Push factors include:  
Lack of jobs or low wages  
War or conflict  
Natural disasters  
Poverty  
Poor living conditions  
Danger or crime  
Discriminations or persecutions

Pull factors include:  
Better job opportunities  
Higher wages  
Good schools and healthcare  
Safety and peace  
Better housing  
Joining family  
More freedom and rights



## Jews after WW2:

Many Jews who survived the Holocaust after WW2 moved to different countries.

Many had no families and their homes had been destroyed.

Many fled to Palestine or West to Britain, USA, or South Africa.

Many experienced violence, with 100,000s being killed in pogroms and experiencing abuse or were kept in refugee camps.

3

Our favourite spices originate from India including, cumin, turmeric, coriander, black pepper, ginger, cinnamon, and garlic

## FOOD

Caribbean's brought with them such as ackee (a fruit) and saltfish. This is Jamaica's national dish and is a firm family favourite.



Trdelnik is a unique cinnamon sugar pastry found throughout the Czech capital Prague



2

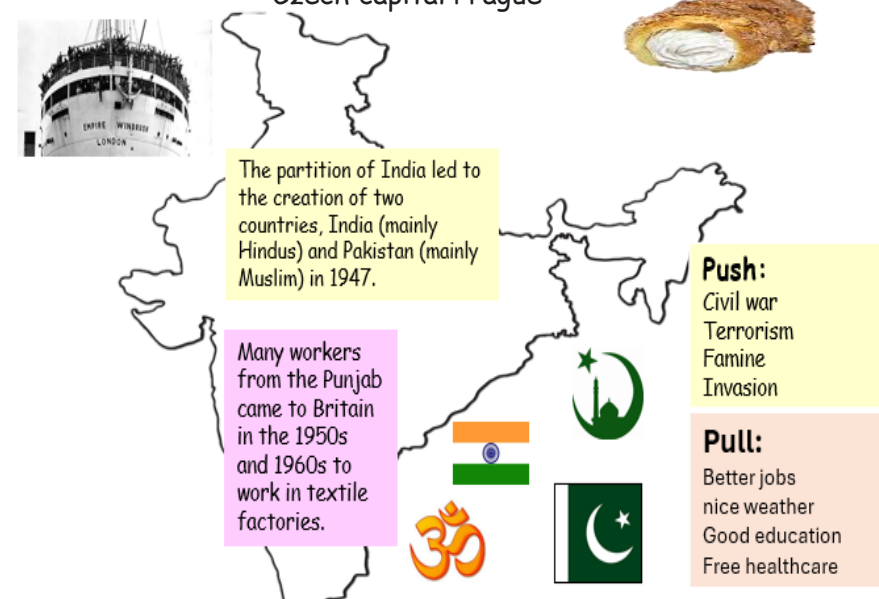


The partition of India led to the creation of two countries, India (mainly Hindus) and Pakistan (mainly Muslim) in 1947.

Many workers from the Punjab came to Britain in the 1950s and 1960s to work in textile factories.

**Push:**  
Civil war  
Terrorism  
Famine  
Invasion

**Pull:**  
Better jobs  
nice weather  
Good education  
Free healthcare



4

Israel and Palestine: A major issue between the countries is ownership of the Jerusalem and the Holy Land, it is sacred to both Jews and Muslims. There are religious differences, political and ideological differences and a history of violence and tension in the area.

**Interpretation A:**  
The violence draws much international attention towards the crimes Israel are committing as an occupying power and its constant violation of international law.  
The aim of the Jewish movement has always been to take over all of historic Palestine.  
(Al-Jazeera news, middle eastern news broadcaster 2020)

**Interpretation B:**  
Let's be honest. In the end, issues of religion, ethnicity, race and even land are not the main problem. The problem is that, politically speaking, both Israelis and Palestinians are shockingly badly led. Each day, shared hopes of peace, security and prosperity are betrayed by blinkered politicians and ideologues who prioritise their own interests and prejudices. Each day, by their actions and inactions, the US and Britain perpetuate a historical confrontation they played a big part in creating.  
(The guardian, British newspaper article 2018)

## Impact of migration

**Economic impact:** Contributed to the growth of the British economy. Immigrants have started new businesses, filled critical skills gaps, and paid taxes, which have helped boost the economy.

**Cultural impact:** Immigration has brought new cultures and traditions to Britain, which have enriched the country's cultural landscape. Immigrants have also introduced new cuisines, music, and art forms to the country.

**Social impact:** more diverse population in Britain. Benefits include a greater understanding of different cultures and perspectives.

**Political impact:** Immigration has been a dividing issue in British politics. It has been the subject of heated debate, with some arguing that it puts pressure on public services and contributes to social problems, while others argue that it is necessary for economic growth and cultural diversity.

**Demographic:** the growth of the population.

5

## War can cause displacement in several ways:

- Destruction of Homes and Infrastructure:** During times of war, homes, communities, and infrastructure such as schools, hospitals, and roads can be destroyed or severely damaged. This forces people to flee their homes in search of safety.
- Violence and Insecurity:** War often involves violence, including armed conflict, bombings, and attacks on civilians. The fear of violence and the lack of security make it dangerous for people to remain in their homes.
- Forced Recruitment and Conscripted Labour:** During times of war, armed groups or governments may forcibly recruit people, including children, into their forces.
- Ethnic or Religious Persecution:** Wars can be fuelled by ethnic or religious tensions, leading to targeted persecution of specific groups. People belonging to these groups may face discrimination, violence, or even genocide.
- Disruption of Livelihoods and Economy:** War disrupts the economy and livelihoods of communities. People run out of money and have to move to seek work.



### How did it start?

Since 2000, Syria has been ruled by Bashar al-Assad, who officially is the president but in reality, is a dictator, a person with total control over a country. Since al-Assad came into power, he has taken steps to make certain that he will stay in power despite how unhappy many Syrians are with his rule. In 2011, it seemed like the Middle East might be caught up in a revolution, or change of government, as many young people began to protest dictators and demand democratic governments. This period was called the Arab Spring, but it did not result in changes in Syria. Instead, al-Assad clamped down on protesters, even killing those who spoke out against him.

### How has it formed?

Thousands and thousands of Syrians willing to fight against his rule. Groups of rebels took control of different parts of the country, dividing Syria between those who wanted al-Assad gone and his own army. Both sides began to fight more and more, while other nations began to come into the conflict, such as neighboring Turkey and rival Middle Eastern powers like Iran and Saudi Arabia.

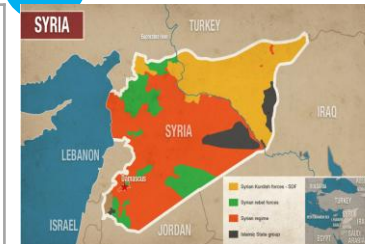
### Why are the refugees leaving Syria?

The war in Syria has been going on for over 6 years, and at least 470,000 people have been killed. The cities have been destroyed by bombs, and there is little food and medical care. Thousands of people are fleeing the violence and evacuating Syria every day. The UN says that 4.8 million refugees have fled to neighboring countries; many have gone to Jordan, Lebanon, and Iraq. More than half of these are children under the age of 18. The kids in the Syrian refugee crisis have lost their home, their school, their friends, and often family members.

### What is the damage?

Reports of deaths are between 250,000 to 500,000. Chemical weapons have been used by Assad which are banned around the world. Most deaths have been civilian casualties as bombs land on homes, schools and hospitals. Because of this widespread bombing the economy of Syria is very poor. Lots of people that remain live in poverty and some children having been able to go to school for years.

6



7

**Civil War in Syria:** Since 2000, Syria has been ruled by Bashar al-Assad, he has taken steps to make certain that he will stay in power despite how unhappy many Syrians are with his rule. In 2011, it seemed like the Middle East might be caught up in a revolution, or change of government, as many young people began to protest. This period was called the Arab Spring, but it did not result in changes in Syria. Instead, al-Assad clamped down on protesters, even killing those who spoke out against him.

This Learning Programme you will be learning about databases

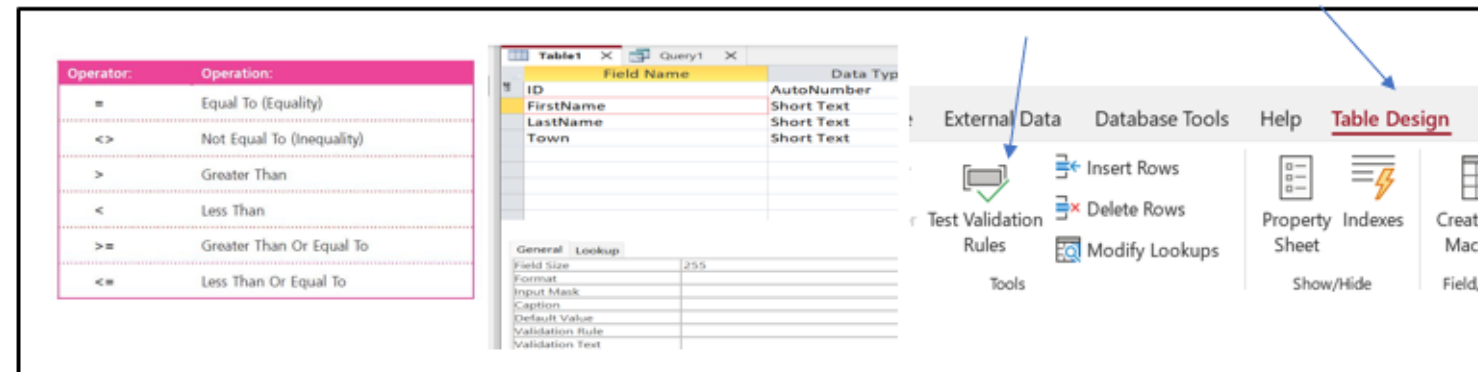
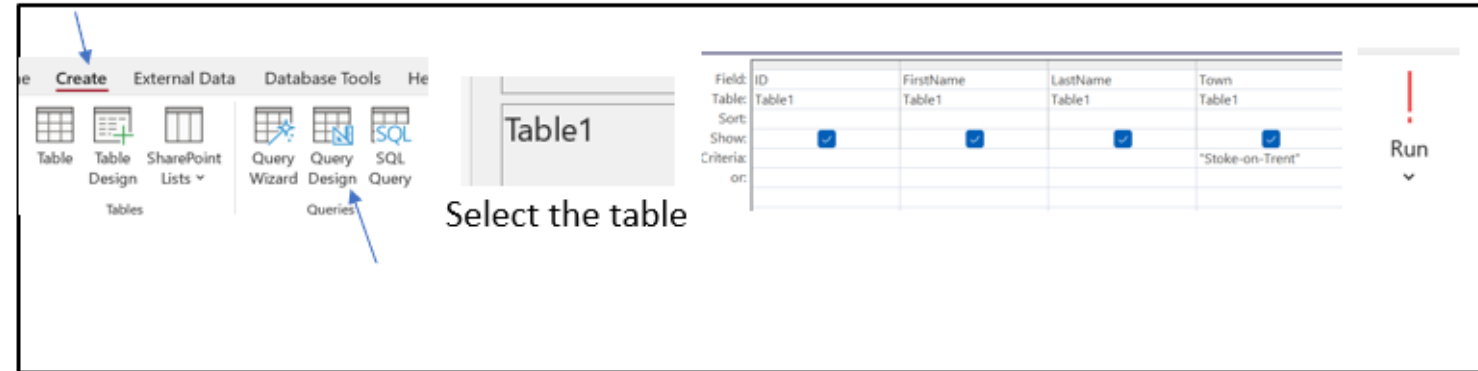
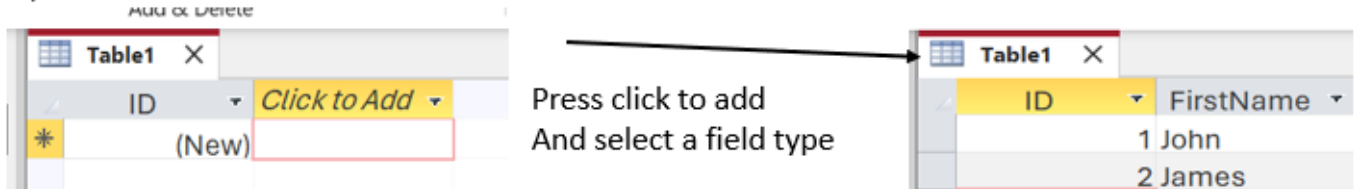
## Key Vocabulary

Database	A database is an organised collection of data.
Input Mask	a string of characters that indicates the format of valid input values. You can use input masks in table fields, query fields, and controls on forms and reports
Data	Raw, unorganized facts, figures, symbols, or observations that have not yet been processed to have meaning. It is the basic input that computers process to produce useful information
Validation	The process of checking data for accuracy.
Query	A request for information.
Form	An interface for entering, editing and displaying data stored in tables.
Functionality	refers to the capabilities, features, and behaviours of a software program or system that allow it to perform specific tasks, process data accurately, and meet user requirements

Flat file database – A simple database that stores data in rows and columns. It does not use relationships between tables.

Field – A single piece of information that describes an entity. This could be something such as a name, age, or hair colour.

Record – A collection of fields that is treated as a single unit. It represents a complete entry about an entity.



Town
Table1

[What town?]

**Parameter Query**  
Wrap a question  
in square  
brackets.

**Wildcard query:**

- \* - matches 0 or more characters
- # - matches any single numeric characters

FirstName	LastName
John	
James	
Harry	

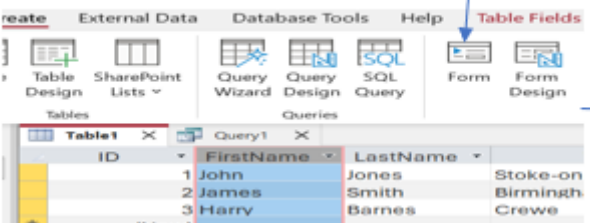
Sort A to Z  
Sort Z to A

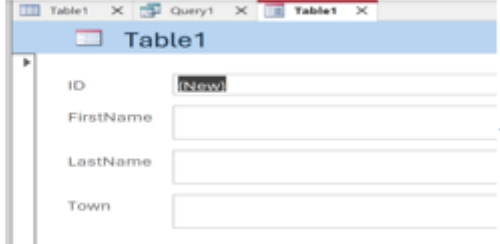
Text Filters

- (Select All)
- (Blanks)
- Harry
- James
- John

Sort the data alphabetically.

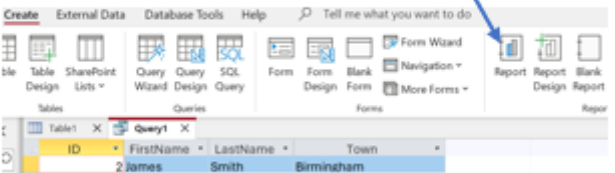
Select or deselect data to be hidden

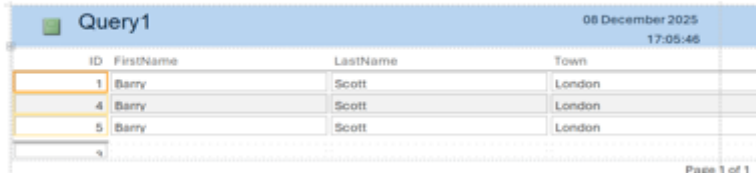


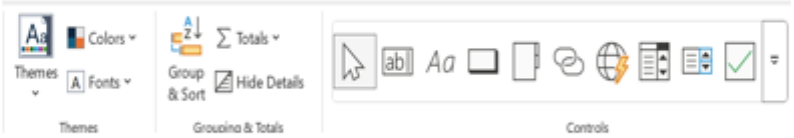


ID	5
FirstName	Barry
LastName	Scott
Town	London

Record: | << 4 of 5 >> | >>>







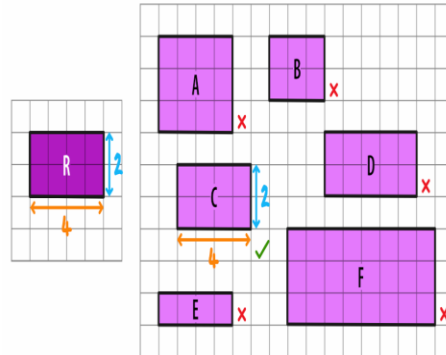
This LP I will learn about congruence, handling data, statistical diagrams and vectors.

Dimensions	The measurement of length, width or height of any shape.
Correlation	A technique for determining the relationship between two variables.
Continuous Data	Numeric data can have any value within a range. Examples include time, height and temperature.
Class Interval	Class intervals are used in statistics to group data into ranges, making it easier to analyze and interpret frequency distributions.
Frequency	How often the same data occurs.
Vector	A vector describes a movement from one point to another. A vector quantity has both <i>direction</i> and <i>magnitude</i> (size).
Magnitude	A term used in maths to describe the size or amount of something.

1

Congruent Shapes

Which rectangle is congruent to R?



3

Types of Data

Data is a collective name for information recorded for statistical purposes. There are many different types of data:

- qualitative data** - data that can only be written in words, not numbers, for example, the colours of cars in a car park
- quantitative data** - data that can be written in numbers, for example, the heights of children
- discrete data** - numerical data that cannot be shown in decimals, for example, the number of children in a classroom
- continuous data** - numerical data that can be shown in decimals, for example, the weights of 10 babies
- primary data** - data that has been collected from the original source for a specific purpose, for example, if a school wanted to know what their students thought of the school canteen service they would question the pupils directly
- secondary data** - data that is not originally collected by a group for a specific purpose, for example, finding out the average cost of cars in a car park by using national statistics

Congruent Triangle Proofs

For each pair of triangles, write down the condition which proves they are congruent.

a) Answer: Angle Side Angle

b) Answer: Right angle Hypotenuse Side

c) Answer: Congruent  
Not drawn accurately  
 Side Angle Side (SAS) or Angle Side Angle (ASA)

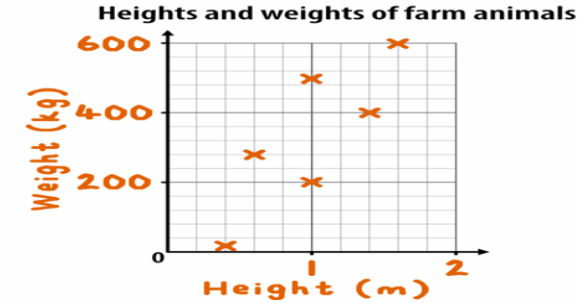
2

Plot and Interpret Scatter Graphs

The heights and weights of 6 farm animals are shown in the table.

Height (m)	0.4	0.6	1	1	1.4	1.6
Weight (kg)	20	280	200	500	400	600

Plot this data on a scatter graph.



The scatter graph shows the time taken and distance travelled for 11 journeys.



- Draw a line of best fit on the scatter graph above.
- Estimate the time it would take for a 24 mile journey.  
Answer: 44 minutes

Examples of Correlation

Write down the type of correlation shown in each of the scatter graphs.

a) Answer: Weak negative correlation

a) Answer: Strong negative correlation

b) Answer: Strong positive correlation

b) Answer: No correlation

Presenting Data and making conclusions

The start of three different data sets are shown below. Choose the most appropriate chart to represent this data from the following list: Pictogram, Stem and Leaf diagram, Scatter Graph

**My Scrabble scores this year**

129, 205, 171, 134  
222, 107, 142, 101  
111, 199, 165, 286

Chart: Stem and leaf diagram

**Insect measurements**

Length (mm)	Weight (g)
28	9
19	2
32	7

Chart: Scatter graph

**Best Maths topics**

Topic	Tally
Algebra	
Geometry	
Statistics	

Chart: Pictogram

## Transformations

4

### Interpreting Frequency tables with grouped Data

The table below shows the time it took for some people to complete a puzzle.

Time, $t$ (minutes)	Frequency
$0 < t < 10$	7
$10 < t < 20$	6
$20 < t < 30$	14
$30 < t < 40$	18

How many people took less than 20 minutes to complete the puzzle?

$$7 + 6 = 13$$

Answer: ..... 13

A group of people were asked how much time they spent exercising yesterday. Their responses are shown in the table below.

Time, $t$ (minutes)	Frequency
$0 < t \leq 10$	4
$10 < t \leq 20$	2
$20 < t \leq 30$	3
$30 < t \leq 40$	11

What fraction of the people spent more than 30 minutes exercising yesterday?

$$\begin{aligned} \text{total} &= 4 + 2 + 3 + 11 \\ &= 20 \\ \text{fraction more than 30 minutes} &= \frac{11}{20} \end{aligned}$$

5

### Finding Averages from Grouped Frequency Tables

The table below shows information about the masses of dogs in a kennel. Calculate an estimate of the mean mass of the dogs.

Mass, $m$ (kg)	Frequency	midpoint	total
$0 < m \leq 10$	11	5	$11 \times 5 = 55$
$10 < m \leq 20$	14	15	$14 \times 15 = 210$
$20 < m \leq 30$	0	25	$0 \times 25 = 0$

$$\begin{aligned} \text{number of dogs} &= 11 + 14 + 0 \\ &= 25 \end{aligned}$$

$$\begin{aligned} \text{total mass} &= 55 + 210 + 0 \\ &= 265 \end{aligned}$$

$$\begin{aligned} \text{mean mass} &= \frac{\text{total mass}}{\text{number of dogs}} \\ &= \frac{265}{25} \\ &= 10.6 \end{aligned}$$

Answer: ..... 10.6 ..... kg

The table below shows information about the distance some people travel to work. In which class interval does the median lie?

Distance, $x$ (km)	Frequency	positions
$0 < x \leq 10$	2	1 to 2
$10 < x \leq 20$	4	3 to 6
$20 < x \leq 30$	6	7 to 12
$30 < x \leq 40$	7	13 to 19
$40 < x \leq 50$	9	
$50 < x \leq 60$	1	

$$\begin{aligned} \text{number of data points} &= 2 + 4 + 6 + 7 + 9 + 1 \\ &= 29 \end{aligned}$$

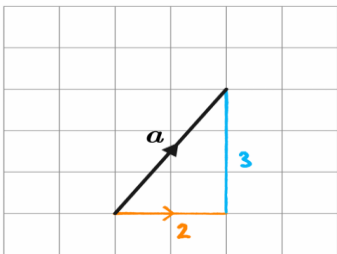
$$\begin{aligned} \text{position of median} &= \frac{\text{number of data points} + 1}{2} \\ &= \frac{29 + 1}{2} \\ &= 15 \end{aligned}$$

Answer: .....  $30 < x \leq 40$  .....

6

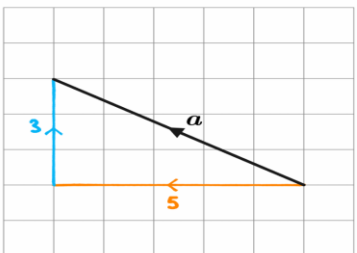
### Understand Column Vectors

Write  $\mathbf{a}$  as a column vector.



$$\mathbf{a} = \begin{pmatrix} 2 \\ 3 \end{pmatrix}$$

Write  $\mathbf{a}$  as a column vector.



$$\mathbf{a} = \begin{pmatrix} -5 \\ 3 \end{pmatrix}$$

### Add and Subtract Column Vectors

Calculate  $\begin{pmatrix} 1 \\ 3 \end{pmatrix} + \begin{pmatrix} 7 \\ 6 \end{pmatrix}$  as a column vector.

$$\begin{aligned} \begin{pmatrix} 1 \\ 3 \end{pmatrix} + \begin{pmatrix} 7 \\ 6 \end{pmatrix} &= \begin{pmatrix} 1+7 \\ 3+6 \end{pmatrix} \\ &= \begin{pmatrix} 8 \\ 9 \end{pmatrix} \end{aligned}$$

Calculate  $\begin{pmatrix} 7 \\ 4 \end{pmatrix} - \begin{pmatrix} 2 \\ 3 \end{pmatrix}$  as a column vector.

$$\begin{aligned} \begin{pmatrix} 7 \\ 4 \end{pmatrix} - \begin{pmatrix} 2 \\ 3 \end{pmatrix} &= \begin{pmatrix} 7-2 \\ 4-3 \end{pmatrix} \\ &= \begin{pmatrix} 5 \\ 1 \end{pmatrix} \end{aligned}$$

7

### Multiply Column Vectors by a Scalar

$$\mathbf{a} = \begin{pmatrix} 9 \\ 2 \end{pmatrix}$$

Write  $3\mathbf{a}$  as a column vector.

$$\begin{aligned} 3\mathbf{a} &= 3 \begin{pmatrix} 9 \\ 2 \end{pmatrix} \\ &= \begin{pmatrix} 3 \times 9 \\ 3 \times 2 \end{pmatrix} \\ &= \begin{pmatrix} 27 \\ 6 \end{pmatrix} \end{aligned}$$

$$\mathbf{a} = \begin{pmatrix} 15 \\ 25 \end{pmatrix}$$

Write  $\frac{1}{5}\mathbf{a}$  as a column vector.

$$\begin{aligned} \frac{1}{5}\mathbf{a} &= \frac{1}{5} \begin{pmatrix} 15 \\ 25 \end{pmatrix} \\ &= \begin{pmatrix} \frac{1}{5} \times 15 \\ \frac{1}{5} \times 25 \end{pmatrix} \\ &= \begin{pmatrix} 3 \\ 5 \end{pmatrix} \end{aligned}$$

This Learning Programme you will be learning how to talk about an adventure in Madrid. You will look at some of the sights in the city and talk about what you can do there.

## Key Vocabulary

Infinitive verb	A verb which tells you the action but not who is doing the action, or what time the action is happening
Comparative	How to compare things e.g. más + adjective + que
Present tense	Used to talk about things happening now, or things that happen regularly
Near future tense	Used to talk about the future and what is <b>going to</b> happen
Simple future tense	Use to talk about what <b>will</b> happen
Tener	To have
Hay que	You have to
Vamos a + infinitive	We are going to...

## LP5.1 – Mucho gusto

### Te presento a... Let me introduce you to...

Este / Esta es mi padre / madre.	This is my father / mother.
Estos / Estas son mis hermanos / hermanas.	These are my brothers / sisters.
Encantado/a. / ¡Mucho gusto!	Pleased to meet you!
¿Qué tal fue el viaje?	How was the journey?
¿Tienes hambre / sed / sueño?	Are you hungry / thirsty / sleepy?
(No) Tengo hambre / sed / sueño.	I am (not) hungry / thirsty / sleepy.

Quiero...	I want to...
¿Puedo...?	Can I...?
acostarme	go to bed
ducharme	have a shower
mandar un SMS	send a text
ver la tele (un ratito)	watch television (for a little while)
¿Quieres...?	Do you want to...?
beber / comer algo	drink / eat something
acostarte	go to bed
ducharte	have a shower

## LP5.2 – La caza de tesoro – treasure hunt

### Una aventura en Madrid An adventure in Madrid

¿Qué vamos a hacer?	What are we going to do?
Vamos a hacer una caza del tesoro.	We are going to go on a treasure hunt.
Hay que...	You/We have to...
Tenemos que...	We have to...
buscar un perro	find a dog
coger el teleférico	take the cable car
comer churros	eat churros
comprar una postal	buy a postcard
dibujar (el león)	draw (the lion)
guardar la entrada	keep the ticket
ir a la churrería	go to the churros shop
ir al estadio Santiago Bernabéu	go to Santiago Bernabéu Stadium

ir al parque del Retiro	go to Retiro Park
sacar fotos	take photos
ver un cuadro	see a painting
¡Lo vamos a pasar guay!	We are going to have a brilliant time!
Vamos a visitar / ver...	We are going to visit / see...
el parque más grande de la ciudad	the biggest park in the city
la tienda más famosa de Madrid	the most famous shop in Madrid
los museos más espectaculares	the most spectacular museums
las tiendas más antiguas	the oldest shops

## LP5.3 – en la tienda de recuerdos – in the souvenir shop

### En la tienda de recuerdos In the souvenir shop

¿Qué vas a comprar?	What are you going to buy?
Quiero (comprar) algo para mi madre / hermano.	I want (to buy) something for my mother / brother.
Voy a comprar...	I am going to buy...
un collar / un imán / un llavero	a necklace / a magnet / a key ring
una camiseta / una figurita / una taza	a T-shirt / a figurine / a cup
unos pendientes	earrings
unas castañuelas	castanets
el turrón	nougat
El imán es más barato que la taza.	The magnet is cheaper than the cup.

La camiseta es menos cara que el turrón.	The T-shirt is less expensive than the nougat.
Los pendientes son más bonitos que el collar.	The earrings are nicer than the necklace.
Las castañuelas son menos prácticas que el llavero.	The castanets are less practical than the key ring.
¿En qué puedo ayudarle?	How can I help you? (polite form)
¿Qué busca(n) usted(es)?	What are you looking for? (polite form)
¿Cuánto es?	How much is it?
Son... euros.	It is... euros.
Me lo/la / los/las llevo.	I'll take it / them.

## LP5.4 – ¿Qué visitarás mañana? – What will you visit tomorrow?

### ¿Qué visitarás mañana? What will you visit tomorrow?

Cogeré el teleférico.	I will take the cable car.	Sacaré fotos.	I will take photos.
Comeré pescado.	I will eat fish.	Tomaré el sol.	I will sunbathe.
Compraré recuerdos.	I will buy souvenirs.	Visitaré el Museo (del Jamón / Prado).	I will visit the (Ham / Prado) Museum.
Daré una vuelta (por el Rastro).	I will go for a walk (around the Rastro).	Si...	If...
Haré muchas cosas.	I will do lots of things.	hace buen / mal tiempo	it's good / bad weather
Iré al parque de atracciones.	I will go to the theme park.	hace frío / sol / viento	it's cold / sunny / windy
Iré a un restaurante.	I will go to a restaurant.	llueve	it's raining

## LP5.5 – Lo siento, no entiendo – I'm sorry, I don't understand

Palabras muy frecuentes		High-frequency words	
primero	first	si	if
luego	then	este/esta / estos/estas	this / these
después	afterwards	algo	something
más tarde	later	más	more
finalmente	finally	menos	less
(o) tal vez	(or) perhaps	para	(in order) to, for
donde	where	usted(es)	you (pl) (polite form)

## LP5.6 – De paseo por Madrid – walk through Madrid

### SKILLS

Selecting essential vocabulary  
Don't stop to look up every word you don't know in a dictionary. Ask yourself: do I need to know what this word means to answer the question? If you do, look it up. If not, move on.

## LP5.7 – Repaso

Revision of vocabulary from the LP

This Learning Programme you will be completing a project to end your KS3 music journey called 'The Year 9 Summer Sessions'

## Key Vocabulary

Industry	A business, set of businesses or services that work to produce something e.g. music.
Fluency	the ability to read, perform, and improvise music with speed, accuracy, and expression
Rhythm	How long or short the notes are or how the music is played.
Structure	How the music is laid out or organised.
Chorus	The repeated middle section of a song often containing the title.
Ensemble	A group of performers.
Reflect	To look back on and think about something you have done.
Lyrics	The words to a song.

## 1 What is the Year 9 Summer Sessions?

The Year 9 Summer Sessions is a project that we will be completing during LP5 that celebrates the journey you have been on during your time in KS3. It will pull together all of the knowledge and skills you have gained and developed during your music lessons to complete a practical project about the music industry.

2

CHORD SEQUENCE – A set of chords played in a certain order.



3

What Makes A Good Pop Song? – A few examples!

### 1. Catchy, simple melodies

Pop songs rely on **immediately captivating melodies** that are easy to sing along to, often after just one listen. They're usually simple by design, which helps them stick in your head and appeal across cultures

### 2. Relatable, emotionally clear lyrics

Pop lyrics tend to focus on universal themes — **love, heartbreak, friendship, self-discovery** — expressed in a straightforward way. This clarity helps listeners feel personally connected to the song

### 3. Familiar but dynamic structure

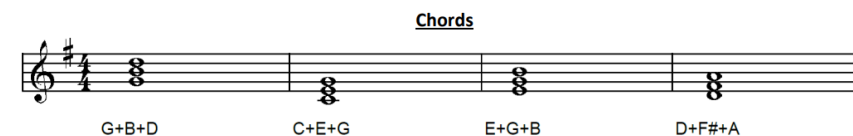
Most pop songs follow a structure like **verse → pre-chorus → chorus**, with a bridge later on. This gives listeners something familiar to hold onto while still allowing creative variation.

## Job Roles in the Music Industry

Some roles in the music industry that you can choose from are:

- Professional musician (performance)
- Composer/Songwriter
- Producer
- Artist Management
- Sound Technician/Engineer
- Session Musician
- Orchestrator
- Tour Manager
- Roadie
- Music Journalist

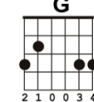
**Chords**



G+B+D      C+E+G      E+G+B      D+F#+A

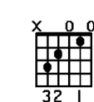
**Guitar Chords**

**G**



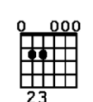
2 1 0 0 3 4

**C major**



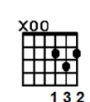
X 0 0 0 3 2

**E minor**



0 2 3 0 0 0

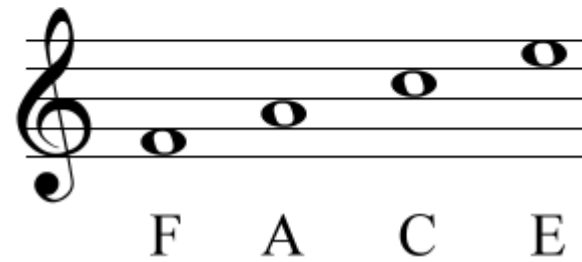
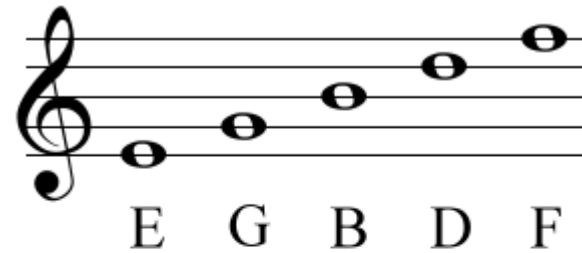
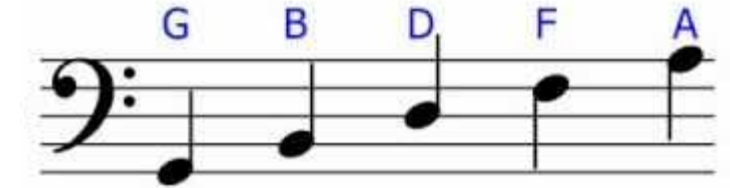
**D major**



X 0 0 2 2 2

## Revision for LP5 Assessment

4	<b>Melody</b>	<b>The main tune of the music.</b>
	Harmony	2 or more sounds working together to form a pleasing sound
	Tempo	How fast or slow the music is.
	Dynamics	How loud or soft the music is.
5	Instrumentation	Which instruments are used.
	Pitch	How high or low a sound is.


**Notes on the lines and spaces – treble and bass clef**

**Why Are Lyrics an Important Tool for a Songwriter?**

Lyrics matter because they're the songwriter's most direct way of shaping meaning, emotion, and connection. At their core, **lyrics turn sound into story** — they give listeners something to hold onto beyond the melody.

Lyrics can introduce symbolism, metaphors, and storytelling techniques that give a song more complexity. A simple melody can become a rich narrative or a vivid scene.

Catchy lines, repeated phrases, or clever wordplay make songs memorable. A hook often works because the lyric is as sticky as the melody.


How to Rehearse Effectively

As a musician, you must be able to rehearse effectively in order to make progress. Some techniques you could use might be;

- **Slowing the music down** – if you slow down the music you are learning to play, you will get this 'under your fingers' more easily and over time, muscle memory will make this easier to play.
- **Repetition** – repeat a part you are struggling with over and over again and this will help you to improve.
- **Rehearse the parts you're not good at!**



This Learning Programme you will develop your fundamental skills of throwing and catching in striking and fielding sports including rounders, cricket and softball.

### Key Vocabulary

Tactical Skills	The ability to make smart decisions and apply strategies during a game.
Free space	An area on the field where there are no fielders positioned.
Outwitting an opponent	Using clever tactics or quick thinking to gain an advantage
Decision making	The ability to quickly choose the best action during play – like when to run or stop.
Teamwork	Players working together by communicating, supporting each other and coordinating actions.
Coordination	The ability to use different parts of the body smoothly and efficiently together.
Agility	The ability to move quickly and easily while changing direction
Reaction Time	The speed at which an athlete responds to a stimulus
Power	The ability to perform a strong and explosive movement quickly.
Speed	How quickly a player can run between bases, chase the ball or react during play.

1

Students will know to investigate what they will be learning this LP and know how to examine the correct technique for controlling and catching the ball impacts a match.

2

Students will know how to interrupt the use of under and over arm throws in a match and compare and contrast different teams fielding techniques. Students will effectively demonstrate under and over arm throws in match situations.

3

Students know how to examine the effectiveness of different bowling styles and explain how power and spin can be developed when bowling. Students will be able to effectively demonstrate two different bowling styles.

4

Students will know how to interrupt the effectiveness of different batting styles and know how to explain how accuracy can be improved when batting and demonstrate two different batting styles.

5

Students will know how to interrupt how striking and fielding techniques can affect performance in a game, students know how to review their own throwing, bowling, batting and catching techniques.

6

Students will know how to interrupt the rules and regulations of a striking and fielding sport and explain how the scoring system works, students will know how to understand and demonstrate the rules, regulation and scoring systems.

7

Students will know how to accurately replicate striking and fielding techniques and know how to review their own striking and fielding techniques and how this impacts on a game.

This Learning Programme you will be learning about the ethics of crime and punishment, debating the death penalty, looking at the aims of punishment and considering a range of religious and non-religious views.

### Key Vocabulary

Crime	An act made punishable by law.
Rehabilitation	The process of helping an offender to re-adapt into society, after having committed a crime.
Deterrence	The threat of punishment will prevent people from committing crimes.
Capital punishment	Legally authorized execution of a person for committing a crime.
Retribution	To "get even", making criminals pay for what they have done.
Poverty	<b>The state of being extremely poor.</b>
Humane	Having or showing compassion or Benevolence.
Hate crime	A crime, typically one involving violence, that is motivated by prejudice on the basis of ethnicity, religion, sexual orientation, or similar grounds.

1

Western philosophy began approximately 2500 years ago in Ancient Greece. Two of the earliest and most influential Ancient Greek philosophers were Plato and Aristotle. Aristotle became a critic of Plato, despite being a student at a school of philosophy that was set up by Plato in Athens.

Plato observed that everything in the world was constantly changing. For example, things age, change temperature, size and shape. Nothing in the world that we can see, smell, taste, touch or hear stays the same. Therefore, the moment that we think we have understood something, it has changed and so is no longer the same thing. This led Plato to conclude that we cannot rely on our five senses to give us accurate knowledge about reality. It is only possible to gain true knowledge by using our minds, or reason alone, to reflect on unchanging things. Plato believed these unchanging things exist in another realm.

#### The Realm of Forms

Plato thought there are two different parts to a human: a physical body and a non-physical, immortal soul. He argued that before the soul joined the body, it lived in another realm, known as the Realm of Forms. In the Realm of Forms, there is a perfect, unchanging 'form' of the things that can be seen in the world around us. For example, goodness, honesty and beauty exist in their perfect, unchanging form.

It is unclear whether Plato thought there is a perfect form of every quality and object in the Realm of Forms - for example, a perfect form of badness, jealousy, apple, tree, insect and so on - or whether he thought that there were only perfect forms of some qualities, such as goodness.

Descartes was a 17<sup>th</sup> century Christian philosopher and is famous for asking the following: think of something that you know to be true. How can you be certain? Descartes argued that our senses can deceive us, therefore we cannot gain knowledge through empiricism.

Descartes also believed that our minds might be being tricked by something - he couldn't prove that he was not being tricked by an evil demon, therefore it is entirely possible that everything his mind thought was real and true, could in fact be an illusion!

But, he also realised that even an evil demon could not trick him into thinking he existed if he did not. In order to be tricked, he must in fact have a mind. This became known as "**I think, therefore I am.**"

#### The fallacy of composition

David Hume, an 18<sup>th</sup>-century Scottish philosopher, was one of the first people to challenge religious belief. He claimed that the First Cause argument was based on a logical fallacy (statement that is logically flawed) called the fallacy of composition.

This fallacy is when one claims that what is true of something's parts must also be true of the whole. For example, just because every player in a football team is good, that does not mean that the team is good. In the same way, just because everything in the universe needs a cause, that does not mean that the universe itself needs a cause.

#### The Three Wishes we all have (according to Freud)

The desire for a father	The desire for fairness	The desire for immortality
Freud believed that humans struggle to cope with the harsh, hostile and frightening reality of life. Our inability to cope causes us to act in a childish way to make ourselves feel better. Instead of accepting reality, we imagine we have a loving and powerful father who will look after and protect us. This idea of a father can be seen in Christianity where Christians pray to a father who is viewed as loving and powerful.	According to Freud, all humans have a desire for fairness. We do not like the idea that bad people might get away with doing terrible things, or that good people do not get rewarded for the good things that they do. Therefore, we convince ourselves that there is a God who sees everything and will either reward or punish each person when they die, depending on how they have lived.	Freud thought that humans are too narcissistic (self-loving) to accept that we are simply animals that die and decay in the ground. Therefore, we tell ourselves that our actions on Earth matter to a higher being who will reward us with eternal life if we please him.



3

In 1859, Charles Darwin published his book *On the Origin of Species*. In it, he explained his theory that over millions of years, all life had evolved (developed) from a common ancestor: a single cell. After a very long time, through many gradual changes, humans had slowly developed or evolved from monkey-like creatures. His theory is known as **evolution by natural selection**. Scientists accept Darwin's theory because of the evidence that supports it. For example, fossils show life developing from simple forms to more complex beings, and there is a similarity between the DNA of living things, showing that they have a common ancestor. However, from the moment the book was published, it caused controversy.

2

#### Religious Experience Case Study

In 2013 a couple by the name of Jeremy Osier and Lily Osier living in London. They had a young daughter aged 5, whose name was not disclosed. The couple themselves were not religious - they were atheists. As such, they never told their daughter anything about Jesus.

On July 13<sup>th</sup> of that year, in the evening, Jeremy and Lily had an argument. It ended up in a fight in which Jeremy shot Lily. Unable to cope with what he had just done, Jeremy then shot himself. The little girl witnessed the whole event.

The little girl was sent to live with foster parents in another part of the city. The foster mother was a Christian and took the child to church. On the first day of Sunday School, the foster mother told the teacher that the girl had never heard of Jesus, and to have patience with her.

The teacher held up a picture of Jesus and said, "Does anyone know who this is?" The little girl said, "I do, that's the man who was holding me the night my parents died'.

Freud thought that God was an **illusion** - that there is **no** God. He argued that the idea of God has **power** over us because it is passed down to us by our **ancestors** who were **punished** if they criticised it. The idea of God also helps us to **cope** with life by satisfying our strongest **desires**.

Freud thought that religion was an **unhealthy** cure for the problem of **fear** because it causes people to go against their natural desires and instead focus on negative ideas such as **sin** and **hell**, which make them feel worse. He thought that for people to find true happiness, they must **abandon** religion.

Some people argue that God cannot be omniscient if humans have free will. This is because if God knows with absolute certainty what we are going to do in the future, then there is nothing that we can do to change what is going to happen.

For example, if God knows for certain that you are going to tell a lie tomorrow, then it is already fixed that you will do this and you cannot not do it. If we do not have free will, it seems unfair for God to judge us for our actions because we are not able to choose to do otherwise.

Others argue that it is possible for God to know what we will freely choose to do, without in any way controlling it.

Do you think it is possible for humans to have free will if there is an omniscient god? Why?

Some religious philosophers argue that it is possible for there to be a good reason why an omnibenevolent god would allow evil and suffering. It could be to test and strengthen people's belief in God, to help their character grow or because to stop suffering would require God to take away our free will, which would be unloving. Perhaps a world where people can choose to do evil is the best possible world? Without good/evil, the world would be bland, neutral and no action would have any meaning.

For others, the problem of evil is enough to convince them that God does not exist. Others argue that the only way we could know why an omnipotent, omnibenevolent god would allow evil is if we knew what omnipotent, omnibenevolent gods usually do, or if we were this god. As neither of these are possible, the reason why God allows evil and suffering remains a mystery, but our inability to know the reason doesn't mean that there isn't a good one.

However, some might say that defending God by saying he is a mystery is an unsatisfactory way of resolving the problem of evil. In response, it could be argued that the view we should be able to understand an infinite god with finite minds, is equally unreasonable. "If you think you have grasped him, it is not God you have grasped." - St Augustine.

5

## New Atheists

Unlike many atheists before them who have ignored religion as something of no interest to them, the New Atheists are very critical of religion. They think that religious beliefs and ideas should not be shown a special respect or tolerance. People should feel free to challenge and criticise religious ideas in the same way that they feel free to criticise others' ideas about which is the best football team, musician or political party.

**Atheism and agnosticism**  
Some nones are atheists, meaning they do not believe in the existence of a god or gods. Others would describe themselves as agnostic, which means that they do not know whether there is a god or gods. An agnostic might be personally unsure about whether there is a god, or they might believe it is impossible for anybody to know. Atheists and agnostics do not have a shared text, a common set of beliefs or agreed instructions about how to live. They decide what to believe and how to live for themselves. Some believe that religion is a bad thing, others are not opposed to religion; they just do not believe in the existence of a higher power.

**Spiritual but not religious (SBNR)**  
Some nones would describe themselves as spiritual but not religious. They might believe in a higher power but choose not to follow a religion. This could be because they disagree with the teachings and texts of religions, or because they are put off by discrimination or violence done in the name of religion. Somebody who is SBNR might be a 'spiritual shopper' creating a 'pick 'n' mix' worldview. This means that they pick beliefs and ways of living from different religions to create their own individual way of viewing the world. For example, a none who is SBNR might have a non-religious wedding but believe in an afterlife and pray to a higher power in a similar way to Christians. In addition, they might practise meditation and yoga, which are more commonly found in Hinduism and Buddhism.

**What is humanism?**  
Some atheists describe themselves as humanists. Humanists believe that there is no afterlife and so we should make the most of the one life that we have on Earth. They believe that we should use science and our reason, rather than religion, to understand the world. They also believe that we should show compassion to other people and so oppose discrimination and encourage equality.



## The working class and ruling class

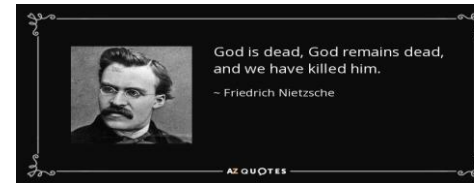
The German Philosopher **Karl Marx** was an atheist who lived in the period following the Industrial Revolution, when people first began making goods in factories. Marx thought that there were two classes of people in society: the **working class** and **ruling class**.

- The ruling class were wealthy, powerful people who owned land and factories.
- The working class were poor people who kept the ruling class rich by working for them.

Life was tough for the working class. In order to avoid starvation, men, women and children often worked 14-hour days in factories in difficult and dangerous conditions. If they quit, they might not find any other job. Their lives were short, often miserable, and they had little time to themselves. Meanwhile, the factory owners benefited from their hard work and grew rich.

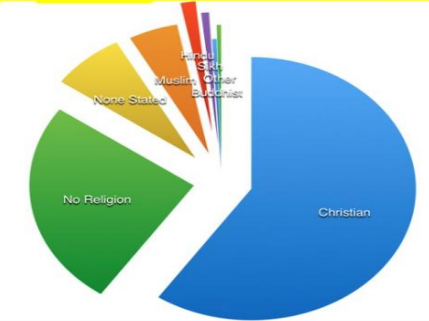
Marx claimed that the ruling class used religion as a way of controlling and manipulating the poor. They did this by telling the poor that it is more spiritual to be poor and that the poor will be rewarded in the afterlife. Evidence for this can be seen in the Bible where Paul warns that "love of money is the root of all kinds of evil" and Jesus teaches that "it is easier for a camel to go through the eye of a needle than for a rich person to enter the Kingdom of God!".

Marx disliked the idea that God favours and will reward those in poverty. He thought it distracted the working class from trying to improve their lives by causing them to focus on an imaginary afterlife where they will no longer suffer. Marx argued that religion creates a **false consciousness**: it distorts people's sense of reality so that they feel content with their lives. They believed that their poverty is what God wants rather than seeing the truth: that they were being **oppressed** by the rich and powerful ruling class.



## RELIGION IN THE UK

6



7

## The Turing Test

In 1950, a computer scientist called Alan Turing designed a test to see if computers can think. Turing argued that when we judge a human's intelligence, we base it on what they say and do. We do not base our judgement on what is happening inside a person's brain. Therefore, we should not judge computers in the same way. Turing thought that if people typing instant messages were unable to tell whether the responses to what they wrote were coming from a computer or human, the computer should be thought of as intelligent and able to think. This is known as the Turing Test. No computer has ever consistently passed the Turing Test.

## Key Vocabulary

Variation	Differences between individuals of the same species.
Gene	A section of DNA that carries instructions for making a specific protein or characteristic in an organism.
Adaptation	A feature or change that helps an organism survive and reproduce in its environment.
Evolution	The gradual change in living organisms over many generations.
Asexual Reproduction	A type of reproduction where only one parent is involved, producing genetically identical offspring
Genetic modification.	A process where an organism's DNA is deliberately changed by scientists to give it new or improved characteristics.
Sexual Reproduction	A type of reproduction involving two parents, where genetic material combines to produce genetically different offspring.
Extinction	When a species completely dies out and no members are left alive.

# Year 9 Science LP5 Knowledge Organiser

This Learning Programme you will be learning about how differences between organisms arise, how characteristics are passed on through genes, and how species change over time through evolution..

## Variation

- 1
- The differences in characteristics of living things is known as **variation**
  - There is a large amount of variation between different **species**, but within species many more characteristics are shared
  - Even though two organisms may look the same, they will always have variation between them

### Inherited variation

- Is anything that comes directly from your parents, anything that you inherit
- Examples can include lobe less or lobed ear lobes and eye colour

### Environmental variation

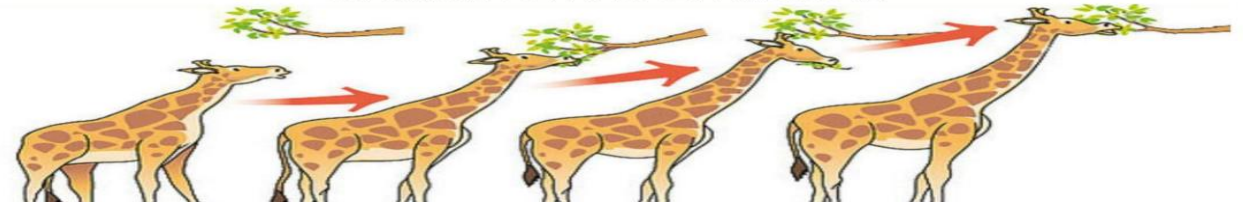
- Is any type of variation that is caused by your surroundings
- Factors that can cause environmental variation include diet, education and lifestyle

- Environmental factors can also impact inherited factors, for example a poor diet can affect height or your exposure to the sun can affect skin tone
- Characteristics which are inherited and not affected by environmental variation include natural eye colour, blood group and genetic diseases

## BIOLOGICAL ADAPTATIONS

2

THE LONG NECK OF THE GIRAFFE IS AN EXAMPLE OF A BIOLOGICAL ADAPTATION, SINCE IT HELPS GIRAFFES REACH LEAVES, BUT ALSO SERVES AS A DETERRENT TO RIVALS OR PREDATORS.



## Natural selection

- 3
- Scientists believe that the organisms which we see on Earth today have gradually developed over millions of years, this is known as **evolution**
  - Charles Darwin came up with the concept of **natural selection**, he said that only the best adapted animals will survive to pass on their **genes**, weaker animals will die out

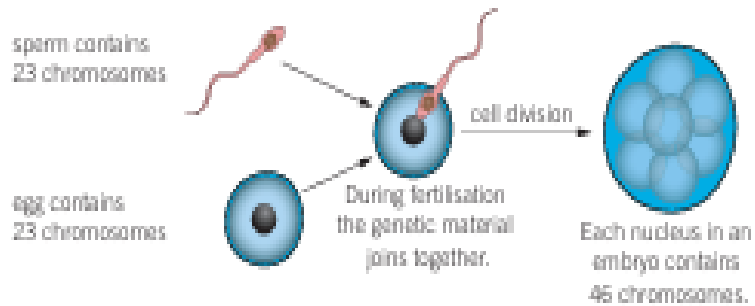


- One example of natural selection can be seen in giraffes, only the giraffes with the longest necks would be able to eat from trees, the ones with shorter necks would not be able to eat and die out
- This would mean that only the gene for long necks would be passed on, leading to all giraffes having long necks

5

## Inheritance

- **Characteristics** are passed along from parents to their offspring
- Half of the genetic information comes from each parent, this is passed on through the sex cells in the process of fertilisation



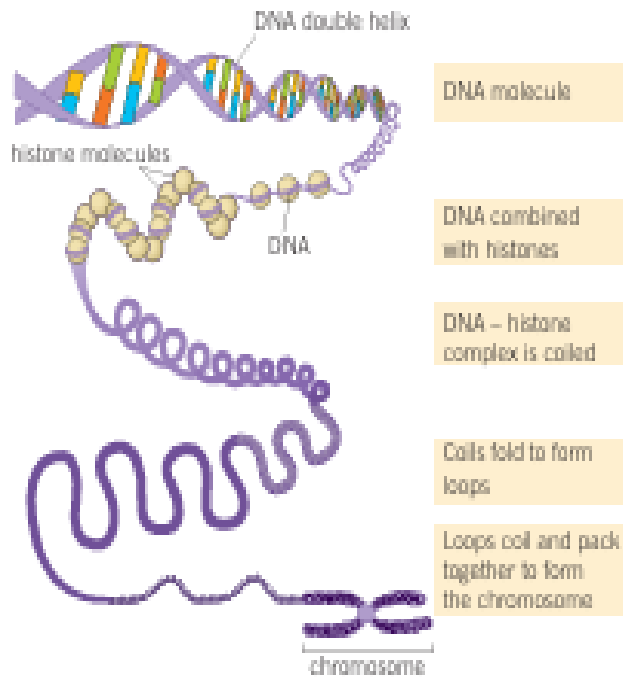
- **DNA** is the material which contains all of this genetic information

6

DNA – in the shape of a double helix

Genes – a section of DNA which hold the information for a particular characteristic

**Chromosomes** – long strands of DNA which hold many genes, humans have 46 of these in the nucleus of cells



4

## Extinction

- A species will become **extinct** when all of a species die out
- The **fossil record** shows us that animals have existed in the past which have now become extinct
- Extinction can be caused by:
  - Changes to the environment
  - Destruction of habitat
  - New diseases
  - Introduction of new predators
  - Increased **competition**
- When a species becomes extinct, the variety of species within an ecosystem is reduced, this is also known as a reduction in **biodiversity**
- The more diverse a **population** is, the more likely they are to survive environmental changes

7

## Asexual

## Sexual

	Asexual	Sexual
<b>Number of parents</b>	<b>One parent</b>	<b>2 parents</b>
<b>What do offspring look like?</b>	<b>Identical to parent</b>	<b>Different from parents but still similar</b>
<b>DNA</b>	<b>Same as parent</b>	<b>Combined DNA of 2 parents</b>

1. Plan your practical
2. Execute your ideas safely
3. Refine your final piece
4. Evaluate your final piece

## Kitchen Safety Tips

**Wash First**  
If sampling, remember to wash the spoon before it goes back in the food.

**2 Hours**  
Don't leave out perishable foods for more than 2 hours.

**Counter Safety**  
Keep hot liquids and food away from counter and table edges where young children can reach.

**Prevent Bacteria**  
Fully cook recipes with eggs, meat and poultry and thoroughly wash fresh produce.

**Wash Often**  
Wash your hands a lot, and remind kids to do the same.



## WORLD FOODS

Sweet and sour pork

Fish, chips and mushy peas

Sushi

Paella

Greek Salad

Tacos

Stir fried noodles

Shepherd's Pie

Curry, rice and naan

Ravioli with a tomato sauce

Key Word	Definition
ACCESS FM	A design criteria used to analyse and develop products. It stands for <b>Aesthetics, Cost, Customer, Environment, Size, Safety, and Materials.</b>
Evaluate	To judge a product or idea by explaining what works well and what could be improved, using evidence from the design criteria.
Prepare	To get ready for making or completing a task, such as planning steps, gathering materials, or setting up equipment safely.
Safety	Actions and precautions taken to prevent accidents or harm during designing, making, and using a product.

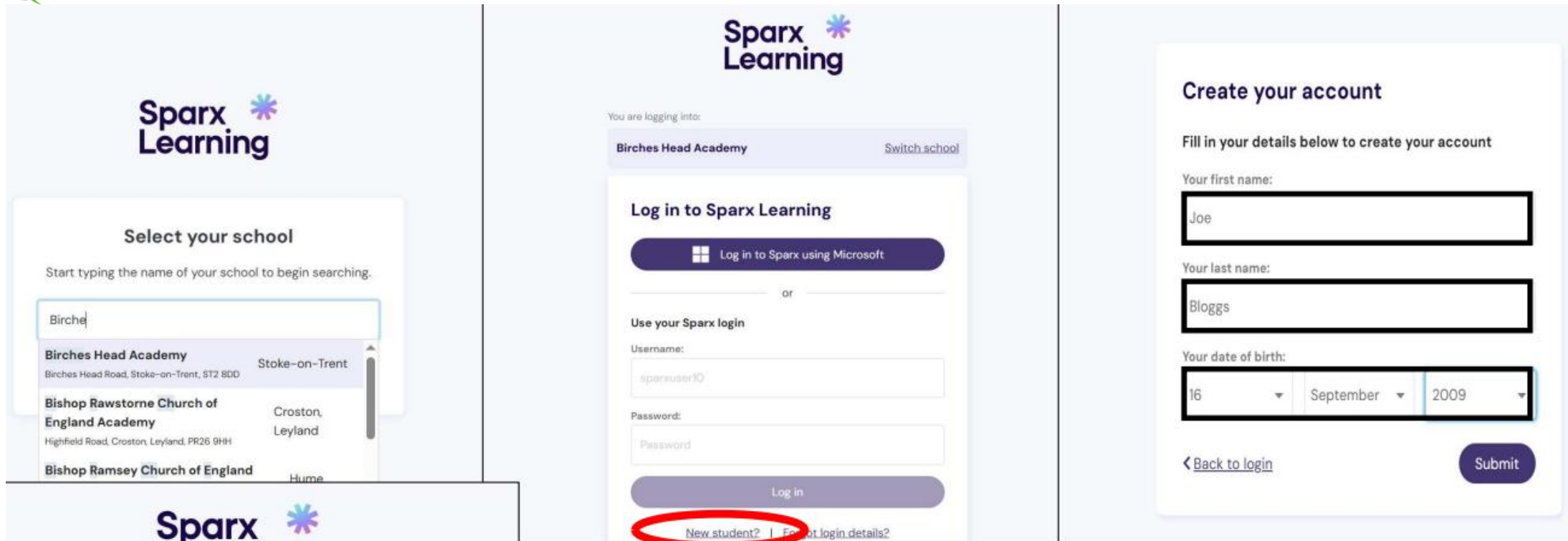


**COLOUR CODED CUTTING BOARDS**  
A colour-coded cutting board reduces the risk of bacterial cross-contamination during food preparation.


- RAW MEAT**
- RAW FISH**
- COOKED MEAT**
- SALAD & FRUIT**
- VEGETABLES**
- BAKERY & DAIRY**

**KITCHEN SAFETY**

- Use knives carefully
- Wash your hands and your utensils
- Keep burners clear
- Keep food at safe temperatures
- Clean up spills
- Use pot holder and lift lids away from you
- Wash hands separately
- Use appliances safely



The image shows two screenshots from the Sparx Learning website. The left screenshot shows the 'Select your school' page with a search bar containing 'Birche' and a dropdown list of schools. The right screenshot shows the 'Log in to Sparx Learning' page with a 'Log in to Sparx using Microsoft' button, a 'Use your Sparx login' section with username and password fields, and a 'Log in' button. A red circle highlights the 'New student?' link at the bottom of the login page.



The image shows the 'Step 1. Remember your username' page. It includes the Sparx Learning logo, the heading 'Step 1. Remember your username', and a text box containing the username 'joebloggs'. Below the text box is a button labeled 'Set a password >'.

1. Go to [maths.sparx-learning.com/student](https://maths.sparx-learning.com/student)
2. Select your school and click 'Continue'
3. Click 'New user' underneath the login fields
4. Follow the steps to create your account:
5. Enter your name and date of birth
6. Note down your username
7. Create a password (minimum 6 characters)

# THE ORACY COMPASS



Are you thinking about the speed and volume of your voice?

Are you using expression to make your point?

Are you using gestures to show you are listening?



'I would like to start by saying...'

'I agree and would like to add...'

'To challenge you X, I think...'

Are you facing who you are speaking to?

Do you appear to be talking confidently?



Are you being respectful and responding appropriately?

Are you taking turns to talk?

Are you inviting others to share their opinions?



'Could you provide an example'

'Could you clarify what you mean by...'

'The main points raised today were...'

