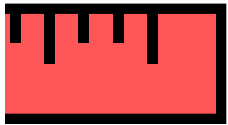


HOME-LEARNING

YEAR 9



HALF TERM 1



"EDUCATION IS THE MOST POWERFUL WEAPON WHICH YOU CAN USE TO CHANGE THE WORLD."

NELSON MANDELA



Core Values

Our school community is built on three important values which underpin all we do. We believe that great learning comes from:

Politeness

- We treat every person and thing as we want to be treated
- We are respectful, polite and courteous at all times
- We help others at all times

Hard-work

- We never give up
- We remain positive so that we have the strength to persevere with even the hardest work
- We do what it takes, for as long as it takes

Honesty

- We are true to ourselves and others and we do not make excuses
- We look to ourselves to see what needs to be done.

What is learning?

A big part of learning is about getting knowledge to go into your long-term memory and then using this knowledge. Our brains will only remember knowledge in the long term if we think really hard about it. Just reading, or highlighting does not make our brains work hard enough. We must **practise** remembering things – this will feel difficult at the time but worth it in the end.

What is a knowledge organiser?

A knowledge organiser is a document that contains key facts and information. A knowledge organiser will not include every possible fact on a topic; it will include facts needed to understand the main points. Knowledge organisers make knowledge clear. So, even if a learner misses a lesson, they have a constant point of reference.

Why are knowledge organisers good for learning?

Research shows that our brains remember things more efficiently when we know the ‘bigger picture’ and can see the way that ‘nuggets’ of knowledge link. Making links helps information move into our long-term memory. A knowledge organiser shows linked facts on a single topic.

Knowledge organisers can be used for retrieval practice (practising remembering things). Regular retrieval of knowledge helps us remember more effectively with our long-term memory. Developing our long-term memory is a vital first step. Without knowledge we have nothing to work with, nothing to think about! Retaining knowledge over time is essential.

To help us understand learning better, Gateacre students and staff have created a series of videos that explain how memory works and what we can do to make it stronger. Follow the QR code or the [Learning to Learn](#) link to view them.



How can you best use your knowledge organiser?

There are many ways you can use a knowledge organiser. The most important thing to say, however, is ‘use it’. Owning one does not make you remember facts... **you must practise** if you are to improve at anything! There will be mistakes – this is how you learn. Ultimately, the best way to remember things is to try and remember facts that you can’t quite remember instantly... practice, practice and practice.

Here are some ways you could try to improve your **long-term memory** – they are all based on making you **think**, getting you to **test your memory**. That way your memory will get stronger:

Hide and seek

Read through a small section of your knowledge organiser (three or four key words), cover the facts and try to write out as much as you can remember. Check your answers and correct them if needed. Then choose your next words or check ones you have already done again.

Quiz

Test your memory by asking someone to quiz you on facts from your knowledge organiser. Write down your answers and see how many you get right. Correct any facts you get wrong.

Teach it!

Teach and explain to someone your key facts – you could even test them!

Back to front

Write down a fact from memory and then compose a question that would lead to that answer.

Sketch it

Draw pictures /diagrams to represent each of the facts or dates (time lines, flow diagrams, or labelled pictures are great ways of remembering parts of a system or orders of events).

Repackage it (from memory)

Create a mind map that brings different facts together under one title. Check that your key words are spelt correctly... or, take a key word and create a sentence that uses it.

Take pride in how you present your work. Each page should be clearly labelled with an underlined date. There should be at least one page of work.

Always check your answers and correct anything you got wrong.... You are allowed to get things wrong... That is how you learn! Getting yourself to think is the key!

Do not just copy a knowledge organiser out – that would not help learning and would only waste your time! Make sure you are having to think!



What does effective home-learning look like?

Here are some essential points to remember and some examples to see.

- Long term memories are created when you have to **think**. Simply copying does not help you remember. Testing yourself will make you **think** and remember
- The process of reflection and self-assessment is important if you are to fix mistakes. Do not worry about getting things wrong as long as you check, fix it and try again

All these learners have **read, thought, tested themselves** and then **checked** their work. They will start to develop long term memory which they can then use in the future.

Thursday 25th November 2021

revision ~~~

Spanish - R+L - 26/11/21 test.

voy - I go ✓
 Escocia - Scotland ✓
 Divertido - fun ✓
 Nadé - relax x ~~swim~~ swim ✓
 y - and ✓
 Porque - because ✓
 Fui - I went x I was ✓
 prefiero - prefer ✓
 pero - but ✓ 13
 Avión - plane ✓ 16
 vamos - we go ✓
 visité - visited ✓
 es - it is ✓
 Compré - I bought ✓
 Aburrido - boring ✓
 España - Spain ✓

need to learn ~~~

fui - I was ✓
 nadé - swim ✓
 vamos - we go ✓

normalmente voy a Grecia - normally I go to Greece ✓
 Voy en avión con mi familia - I go by plane with my family ✓
 El año pasado fuimos a Estados Unidos - Last year I went to USA ✓

Inter-ation ✓

Example - Inter-ation means the difference between ^{values} spatial ranges in the data set

History

1. The 3 Candidates were:
 • Harald Hardrada - King of Norway ✓
 • Harold Godwinson - Earl of Sussex ✓
 • William - King of Normandy ✓
 Duke

2. The battle that happened before the Battle of Hasting is the Battle of Stamford Bridge ✓

3. Archers are soldiers who shoot with bows and arrows ✓

4. Cavalry are soldiers on horses ✓

Music

Monophonic - One melody, nothing else ✓
 Polyphonic - Many melodies at once ✓
 Homophonic - One main melody with support

Geography - Types of Geography

Physical:	Human made:	Environmental:
natural things	by mankind	How humans interact
• Mountains	• Landmarks	• Population
• Deserts	• Buildings	• Climate Change
• Rivers	• Where we live	• Global Warming
• Oceans	• Population	
• Rainforests	• Cultures	
• Seas		

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Maths [Hegarty Maths On-Line and Prefixes & Suffixes]	ICT/ Food	English [Supported by Educake Tasks]	Art/Dt	
History	Drama	Geography	Science [Knowledge Organisers]	
Music	Spanish	RS	Active Lifestyles	
← Science: Tassomai On-Line (complete one daily goal each day) →				

Where subjects share a slot it is for you to decide which one you know less about - which one should you revise? You decide which one to do.

Science: Remember, you should do a **Tassomai daily goal each day** to help your science learning.

Literacy: Do take time to engage with the **Listening Project**. Developing our vocabulary is immensely important if we are to develop as learners. The **listening project** is an opportunity to listen to interesting ideas, facts and make our vocabulary better. You can do this short activity at any point within the week.

Remember, you can always do more. Challenge yourself to be the best you can be!

How to use the 'Listen' Project

Start Here

Being read to is a vital part of learning - hearing words that we are unfamiliar with, ideas that we don't understand yet and thoughts we haven't had a chance to think.

Even simple stories create links from one idea to the next. The fairy tales we heard when we were babies give us the first step to understanding the adventure stories we read in school.

Take time out and listen...

Step 1 - Click the link and listen.

You can follow the text as you are read to or just listen.

Step 2 - Check the text.

Have a look at the texts. There are three pieces of writing.

The first piece may appear to be very simple, maybe even too young for you. These stories are some of the first we hear and often start our journey to understanding more complicated ideas.

The second text may be something you recognise or have read yourself. Is there a link to the first story?

The third is the most complex and may even leave you with a lot of questions.

Step 3 - What's the connection?

The final step is to think about what links these texts and stories together?

Where have you thought about these ideas before?

Do you think about any of these ideas in school?

You can go back and listen to the texts being read as many times as you like.



SCAN ME

Gladiators...Ready!

Gladiators were professional fighters in ancient Rome. Their fierce battles—sometimes to the death—thrilled stadium crowds.

Gladiators were usually slaves and criminals. They trained at special schools. They used many kinds of weapons. Some fought with swords, while others used knives or tridents (three-pointed spears). Some had to battle wild animals.

The shows were held in huge arenas called amphitheatres. A fight usually went on until one gladiator was wounded. The crowd then decided whether the loser had fought bravely enough to be allowed to live.

The winner received palm branches and sometimes also money. A champion might be allowed to retire. Sometimes he gained his freedom.

The first known gladiator show in Rome took place in 264 BCE. Some later shows went on for weeks and used thousands of gladiators. Shows were held throughout the Roman Empire.

Gladiator shows gradually became unpopular. The Christian emperor Constantine I outlawed them in 325 CE. But they may have continued for at least 100 years after that.

Wizard Chess

They were standing on the edge of a huge chessboard, behind the black chessmen, which were taller than they were and carved from what looked like black stone. Facing them, way across the chamber, were the white pieces. Harry, Ron and Hermione shivered slightly—the towering white chessmen had no faces.

‘Now what do we do?’ Harry whispered.

It’s obvious, isn’t it?’ said Ron. ‘We’ve got to play our way across the room.’

Behind the white pieces they could see another door.

‘How?’ said Hermione nervously.

‘I think,’ said Ron ‘We’re going to have to be chessmen.’

He walked up to a black knight and put his hand out to touch the knight’s horse. At once, the stone sprang to life. The horse pawed the ground and the knight turned his helmeted head to look down at Ron.

‘Do we - er - have to join you to get across?’

The black knight nodded. Ron turned to the other two.

This wants thinking about....’ He said. ‘I suppose we’ve got to take the place of three of the black pieces...’

Harry and Hermione stayed quieter, watching Ron think. Finally he said, ‘Now don’t be offended or anything, but neither of you are that good at chess...’

Fighting for your life!

Sixty seconds. That’s how long we’re required to stand on our metal circles before the sound of a gong releases us. Step off before the minute is up, and land mines blow your legs off. Sixty seconds to take in the ring of tributes all equidistant from the Cornucopia, a giant golden horn shaped like a cone with a curved tail, the mouth of which is at least twenty feet high, spilling over with the things that will give us life here in the arena. Food, containers of water, weapons, medicine, garments, fire starters. Strewn around the Cornucopia are other supplies, their value decreasing the farther they are from the horn. For instance, only a few steps from my feet lies a three-foot square of plastic. Certainly it could be of some use in a downpour. But there in the mouth, I can see a tent pack that would protect from almost any sort of weather. If I had the guts to go in and fight for it against the other twenty-three tributes. Which I have been instructed not to do.

Scan the code
or follow the
link to listen



[The 'Listen' Project #1](#)

SCAN ME

Gladiators...Ready!

Gladiators, men and women who fight for others entertainment, appear in many cultures, times and places throughout history. You may have seen the film 'Gladiator' which tries to show an accurate portrayal of ancient Roman life. You may have seen 'Thor: Ragnarok' which shows a form of **Gladiatorial** battle in space!

We often use the term **Gladiator** to refer to someone fighting a battle against the odds or demonstrating great courage.



Wizard Chess



Chess is a board game for two players. It is played in a square board, made of 64 smaller squares, with eight squares on each side. Each player starts with sixteen pieces: eight pawns, two knights, two bishops, two rooks, one queen and one king. The goal of the game is for each player to try and checkmate the king of the opponent. Checkmate is a threat ('check') to the opposing king which no move can stop. It ends the game.


Fighting for your life!

The Hunger Games is a **Dystopian** novel that imagines a cruel and dangerous future. **Dystopian** stories imagine worlds where things have not turned out well and the future does not bring everyone happiness.

The word **Dystopia** comes from the name of a novel that imagines a perfect city called **Utopia**. Can you see how the word has been changed to suggest an opposite meaning to the original?



Prefixes and Suffixes in Maths

bi- bisect
 "cut in two equal parts"


centi- centimetre
 "1 metre split into 100 equal parts"


circ- circumference
 "the distance around a shape"
about/around


co- co-ordinate
 "distance of a point both horizontally and vertically from the x and y-axis"
joint/jointly

deca- decagon
 "A polygon (2d shape) with ten angles"
ten

div- divide
 "Separate into parts"
separate

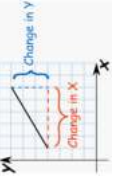
dodeca- dodecagon
 "A polygon (2d shape) with twelve sides"
twelve

equi- equilateral
 "A triangle with equal sides and angles"
equal

fract- fraction
 "break into parts"

break

funct- function
 "A relation or expression involving one or more variables"
work/operate

-gon Polygon
 "A shape with many angles"
A figure having (a specified number of) angles.

grad- gradient
 "The steepness of a line"

step/steep

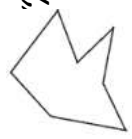
-hedron decahedron
 "A 3d object with 10 faces"
face

hemi/semi- hemi-sphere/
 semi-circle
 "half of a sphere/circle"

half

hexa- hexagon
 "A polygon (2d shape) with 6 sides"

six

hepta- Heptagon
 "A polygon (2d shape) with 7 angles"

seven

in- Inequality
 Greater than $>$ "Not equal to"
 Less than $<$ "equal to"
 Not equal to \neq
not/without

inter- Inter-quartile range
 "The difference between the quartile values in the data set."
between

iso- Isosceles
 "A triangle with exactly two equal sides and angles"
equal/identical

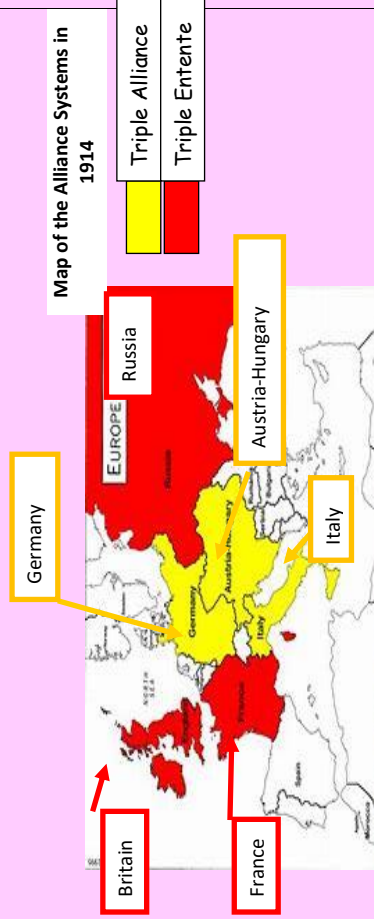
kilo- kilometre
 "One thousand metres"
thousand



Overview

World War One was a war that dragged countries and people from across the world into conflict. The war lasted 4 years (1914-1918). By the end of the war over 9 million soldiers had been killed with another 21 million soldiers wounded.

Wars broke out for different reasons which build up over a number of years and World War One was no different. We can divide the causes of wars into two factors: **long-term causes** and **short-term causes**. Long-term causes are actions which happen in the years leading up to an event, like the outbreak of war. Short-term causes are actions which happen just before an event.



Key Powers

Britain – A Great Power.

Before World War One broke out in August 1914, rivalries and tensions between the different nations in Europe had been rising. The people of each country believed that their country was the best (**nationalism**).

Britain was a Great Power. Its overseas **empire** stretched across the world. One famous quote declared that “**the sun never set on the British Empire.**” Raw materials from its empire like cotton supplied its industry at home, and through trading its manufactured goods, Britain became the wealthiest country in the world. To protect its Empire Britain had the worlds largest and most powerful navy. However, competition from new countries was rising. Britain’s closest new rival was Germany whose leader wanted Germany to become a Great Power like Britain.

Germany – Kaiser Wilhelm II

Britain’s greatest rival was Germany, led by **Kaiser** Wilhelm II who was jealous of Britain wealth and power and wanted Germany to “**have its place in the sun**” alongside Britain. To achieve this Germany would need to compete directly with Britain. This would mean building up an overseas **Empire**, having a strong navy and building up its wealth through industry and trade.

By building up its navy, empire, industry and trade Germany threatened to take power away from Britain. This caused tensions and mistrust between the two countries to rise.

At the beginning of the 20th century countries across Europe were growing increasingly suspicious of one another and tensions were rising. Below are the long-term causes for the outbreak of the war in 1914.

Long-term causes (AIM)

Alliances: As tensions across Europe grew and countries began to feel threatened by their rivals countries started to look for allies (friends) to back them up in a war. By 1914 Europe was split into two alliances. The Triple Alliance, (Germany, Austria-Hungary and Italy) and the Triple Entente (Britain, France and Russia). Each alliance had agreed to protect each other if they were attacked by another country. The idea of building up alliances was to stop other countries from starting a war as it would mean fighting against three nations instead of just one. However, there were two major problems with the alliance systems:

1. **The alliances were made in secret. This led to suspicion and tension between rival nations.**
2. **One small disagreement between two nations could lead to all of Europe being dragged into a war.**

Imperialism: Many countries believed that having a strong empire (controlling countries abroad) would make them more powerful. *Britain had the worlds largest Empire.* Other countries especially in Europe wanted to increase their power by building a bigger empire.

- Germany wanted an empire to rival Britain.
- France wanted to protect and expand its empire in North Africa.
- Italy also wanted to build an Empire in North Africa.
- Both Austria-Hungary and Russia wanted to increase their power and influence over an area in Southeast Europe called the Balkans.

Militarism: In the early 20th Century the countries across Europe began to build up their armies and navies. To ensure that they had the best armed forces, countries spent more and more money on their armed forces. This led to the countries being caught in an **arms race**. Germany and France more than doubled the size of their armies between 1904 and 1914 and Britain and Germany competed to have the largest navy. A new type of battleship, the **Dreadnought** had been developed and between 1904-1914 Britain and Germany were in a **naval race** to build as many of the new type of battleships as possible, increasing tensions between the two countries. As a result of the build-up of large armed forces the temptation for many countries was to use force against rivals and threats, rather than looking for a peaceful solution.

British Postcard 1914:
Kaiser Wilhelm II in his bathtub, reaching out for Europe.



Short-term causes

World War One broke out on the 28th July 1914 when Austria-Hungary declared war on Serbia. Britain joined the war on the 4th August 1914. Below are the two short-term causes which led to the outbreak of war and Britain becoming involved.

Assassination of Archduke Franz Ferdinand: On the 28th June 1914 the heir (next in line for the throne) of Austria-Hungary Archduke Franz Ferdinand and his wife Sophie were visiting Sarajevo, the capital city of Bosnia. Bosnia was under the control of Austria-Hungary. However, many Serbians believed that Bosnia should be part of Serbia. A Serbian terrorist group called the **'Black Hand'** plotted to assassinate the Archduke and force Austria-Hungary to hand over Bosnia to Serbia.



Ferdinand and his wife Sophie were traveling around Sarajevo in an open-top car. At 10am one of the Black Hand terrorists, Nedjelko Cabrinovic threw a grenade at the car. However, it bounced off and exploded behind them injuring their staff in the car behind them. The driver of the royal car sped away, but he took a wrong turn and was forced to reverse. The car stopped in front of 19 year old Gavrilo Princip, another member of the Black Hand. Princip drew his pistol and shot Ferdinand and Sophie, killing them both.

Austria-Hungary was outraged and blamed Serbia for the assassinations. With the support of Germany, Austria-Hungary sent Serbia an **ultimatum** on the 23 July 1914 with 10 demands. Serbia accepted all but one of the demands, refusing to allow Austria-Hungary to take control of its investigation and trial of the people responsible for the assassination. Austria-Hungary declared war on the 28th July 1914, believing that the war would be over quickly. Over the next 7 days, Germany, Russia, France and Britain were dragged into a war.

Key Terms

Alliances: An agreement to co-operate.

Arms Race: A race to build up military strength.

Assassination: The act of killing by a surprise attack. Assassinations are often targeted at political / religious / military leaders.

Black Hand: A Serbian terrorist group which aimed to unite all Serbians together and create a 'Greater Serbia'.

Dreadnoughts: A new type of battleship launched in 1906 by Britain. The Dreadnought had bigger guns which could hit targets further away. The ship was protected by thick armour plating making them much harder to sink and was faster than all of the previous battleships.

Empire: When one country rules over a group of other countries.

Imperialism: A belief that having a strong empire strengthens a country's power.

Kaiser: German word for emperor. The Kaiser was the leader of Germany between 1871-1914.

Militarism: A belief that military strength will ensure power and influence.

Mobilise: To prepare and organise for a move. A country would prepare to move its troops.

Nationalism: Having great pride and belief in your country (believing your country is better).

Naval Race: A race to build up the size and power of the navy compared to another country.

Schlieffen Plan: A military strategy developed in 1905 by German military leader, Alfred von Schlieffen to allow Germany to fight a war on two fronts.

Tension: An increase in pressure / a strain in relations.

Treaty: An agreement on a promise between countries.

Ultimatum: A demand made with limited choices. If it is refused it would lead to a breakdown in relations.

Tasks

Task 1

Using the 'Overview' and 'Key Powers' sections, explain why there was tension and rivalry between the Great Powers including Great Britain and Germany.

Task 2

Read the section on 'Long Term causes' section. Which of these 3 causes do you think was the most dangerous for starting a war? Explain your answer.

Task 3

From the 'Short-term causes' section above, create a 10-question multiple choice quiz to test yourself or someone else. Make sure to make a note of the answers.

Task 4

Write 2 paragraphs about the causes of the First World War. Paragraph 1 should focus on the long-term causes and paragraph 2 should focus on the short-term causes.

Do you think the long-term or short-term causes were more significant (important)?

Task 5

Read through the BBC Bitesize page on *Causes of World War One* using the link below or by scanning the QR code. Read the information page and complete the multiple choice quiz to test your knowledge!



<https://www.bbc.co.uk/bitesize/topics/z4crd2p/articles/z9cvf82>

ELEMENTS OF MUSIC

Texture:

Monophonic:  One melody – nothing else

Polyphonic:  2 or more different melodies at the same time

Homophonic:  One main melody with support

Unison:  Two instruments playing the same melody at the same time

Harmony:

Diatonic: Simple harmony **Chromatic:** Complex harmony

Major chord: Positive-sounding (happy, bright, relaxed)

Minor chord: Negative-sounding (sad, dark) **Pedal note:** Long held bass

Instruments:

Strings: Violin; Viola; Cello; Double Bass; Guitar; Sitar

Brass: Trumpet; Trombone; French Horn; Tuba

Woodwind: Flute; Oboe; Clarinet; Bassoon; Saxophone

Percussion: Drums (lots of types); Tambourine; Cow Bell; Timpani; Xylophone

Keyboards: Piano; Harpichord (used in Baroque Music); Organ

Voice: Soprano (female); Alto (female); Tenor (male); Bass (male)

Electronic: Computer Software; Keyboards, Amplifier, Mixing Desk

Timbre: The sound itself e.g. an instrument might sound metallic, breathy, hard, soft, mellow. One instrument might have different timbres depending on how it is played.

Rhythm:

Time Signature: The regular count of the music. How many beats are in each bar?

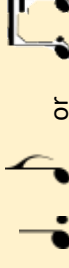
2 3 4 4 6 4 Is the most common
4 4 4 4 8 4 time signature.

Syncopated: Playing off the beat. This will create a more complicated rhythm. Syncopation is common in jazz and popular music as well as much folk music (i.e. African drumming, Samba).

Ostinato: A repeated pattern. Ostinatos can be very effective in creating a strong sense of rhythm (Samba and African drumming use ostinatos).

Polyrhythms: layers of different rhythms played at the same time (again, Samba and African drumming use polyrhythms).

Dotted rhythm: a pattern of long-short notes



Task 1: Learn the texture and harmony words, and their meanings.

Task 2: Learn the Instrument names and families, including the word **timbre**.

Task 3: Learn the rhythm words and meanings

Task 4: Complete the Youtube major:minor test clip (<https://www.youtube.com/watch?v=ImJ696fMjJo>) or use QR code

Task 5: Create a 10 mark quiz based on the elements of music. Have someone test you!

Task 6: Make a quiz of any words you can't remember from previous tasks. Have someone test you!

Task 7/challenge: Complete the Youtube texture test clip (https://www.youtube.com/watch?v=TJ50_CAhCik) or use QR code. Answers are on the comments section below the clip.



Year 9 - Food And Nutrition

What is bacteria?

Bacteria are a group of tiny microorganisms, including some that can cause illness and disease.

If present in foods, they can cause food poisoning.

What are the different types?

- Salmonella
- Staphylococcus aureus
- Bacillus cereus
- Listeria monocytogenes
- Campylobacter

Bacteria comes from raw foods

- Raw meat, poultry and their juices.
- Eggs and shellfish carry bacteria on their shells, both inside and outside.
- Soil on foods such as uncooked rice and root vegetables.

Bacteria comes from waste food

- Bins with no lids attract pests.
- Thin bin bags can split and contaminate areas.
- Rubbish sometimes overflows.
- Dirty bins allow bacteria to multiply.



Bacteria come from food handlers

- Handwashing is very important to prevent unclean hands spreading bacteria on to food.
- Double-dipping when tasting food passes bacteria from your mouth into the food.
- Licking fingers, touching the face and hair, and picking the nose may all contaminate food, dishes and equipment.

Bacteria comes from pests

- This is more likely to happen when:
 - food is left uncovered
 - bins are overflowing
 - areas and equipment are not cleaned properly.

Bacteria come from work surfaces and equipment

- Dirty tea towels and dish cloths.
- Dirty equipment.
- Using the same chopping board for raw and cooked food.
- Colour coding of equipment helps to prevent cross-contamination.

SYMPTOMS OF FOOD POISONING



CHILLS



HEARTBURN



NAUSEA



DIZZINESS



HEAT

Weekly Tasks

Week 1 - Explain the different ways you can prevent the spread of bacteria during practical lessons.

Week 2 - Choose three of the listed bacteria types and find out where they are found using the internet.

Week 3 - Discuss the different ways you can prevent pests in the kitchen (E.g. rats, flies, etc)

Week 4 - Draw the outline of a human and label all the different body parts that bacteria can be spread from.

Week 5 - Design a poster warning about the dangers of bacteria and food poisoning.



Computing Department Knowledge Organiser: Year 9 Cybercrime

<p>Protecting your identity online</p>
<ul style="list-style-type: none"> • Don't include personal data such as your date of birth, address, phone number in your profile • Don't post photos taken at home – and if you do, make sure location sharing is OFF • Be aware of your privacy settings
<p>Rules for creating secure passwords</p>
<ul style="list-style-type: none"> • Don't use common names, words or dates such as birthdays • Use different passwords for different sites • Use a mix of characters - capital letters, lowercase letters, numbers and symbols



<p>Key Terms</p>	
<p>Cybercrime</p>	<p>A crime committed using a personal computer, laptop, smartphone and the internet (network).</p>
<p>Hacking</p>	<p>Illegally accessing or modifying computer files without permission.</p>
<p>Malware</p>	<p>Malicious software, a small program which enters a computer or network through a downloaded file or vulnerability in a network.</p>
<p>Virus</p>	<p>A type of malware which replicates and installs itself on your computer without your consent.</p>
<p>Spyware</p>	<p>Spyware is a type of virus that is specifically designed to steal information about your activity on your computer.</p>
<p>GDPR (Data Protection Act)</p>	<p>General Data Protection Regulation – the law which sets out how your personal data is protected by those who hold it.</p>
<p>Intellectual property (IP)</p>	<p>Creations of the mind for example art, music, software, books or films.</p>
<p>Copyright</p>	<p>Protection that owners of intellectual property have to prevent their work being illegally copied.</p>
<p>Plagiarism</p>	<p>Copying someone else's work and presenting it as your own.</p>



Computing Department Knowledge Organiser: Year 9 Cybercrime

Types of E-mail/Messaging Scams	What it means?
Phishing	An email which looks like it's from your bank or other organisation. It sends you to a fake website which tricks you into handing over sensitive or personal information.
Trojan	An email which offers something tempting to look at such as a funny video. When you click on the link, it installs a virus on your computer.
Ransomware	A type of malicious software that is planted on your computer system or smartphone and is designed to block your access until a sum of money is paid.
Virus generated	An email which appears to come from a friend which may include a recommendation and a link to find out more.

What is phishing?

- Phishing is when you receive an email or text message which looks like it's from your bank or other organisation and it tries to trick you into handing over sensitive or personal information e.g. bank details or PayPal details.

What is the difference between copyright theft and plagiarism?

- Copyright theft is when you use or steal somebody else's intellectual property without their permission. Plagiarism is when you pass off somebody else's work as your own.

How to change your privacy settings on social media

- Be aware of your privacy settings and know how to change them.
- See [Childline digital footprint privacy settings](https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/taking-care-your-digital-footprint/) website for more information on how to change your privacy settings:

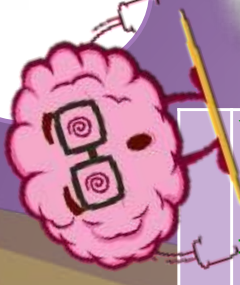
<https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/taking-care-your-digital-footprint/>

The scheme in focus during this half term is:

Theatre Practitioners

What is a theatre practitioner?!

For each week, create a poster for each practitioner you explore



New Skill/Technique ■ **Retrieval**

Knowledge/ skill	Definition
Alienation effect	It involves the use of techniques designed to distance the audience from emotional involvement in the play through jolting reminders of the artificiality of the theatrical performance.
Didactic	Designed or intended to teach.
Split role	This is where more than one actor plays the same character. For instance, the actor playing the main character might rotate from scene to scene.
Ensemble work	an approach to acting that aims for a unified effect achieved by all members of a cast working together on behalf of the play, rather than emphasizing individual performances.
Verbatim	A form of documented theatre in which plays are constructed from the precise words spoken by people interviewed about a particular event or topic.
Choral Work	The chorus in Classical Greek drama was a group of actors who described and commented upon the main action of a play with song, dance, and recitation.
Subtext	This is content underneath the dialogue. Under dialogue, there can be conflict, anger, competition, pride, showing off, or other implicit ideas and emotions. Subtext is the unspoken thoughts and motives of characters — what they really think and believe.
Improvisation	A very spontaneous performance without specific or scripted preparation.
Direct address	Speaking directly to the audience to break the fourth wall and destroy any illusion of reality.
Hot seating	A character is questioned by the group about his or her background, behaviour and motivation.
Theatre in education	Theatre in Education (TIE) is a process that uses interactive theatre/drama practices to help aid the educational process
Movement	Where we move to on and around the stage avoiding the blocking another actor.
Thought tunnel/ conscience alley	Provides the opportunity to explore a decision, problem or dilemma. A useful strategy for exploring any kind of dilemma faced by a character. The class forms two lines facing each other.
Direct address	Speaking directly to the audience to break the fourth wall and destroy any illusion of reality.
Gesture	In acting gesture is defined as a sign that communicates a character's action, state of mind and relationship with other characters to an audience.



Steven Berkoff



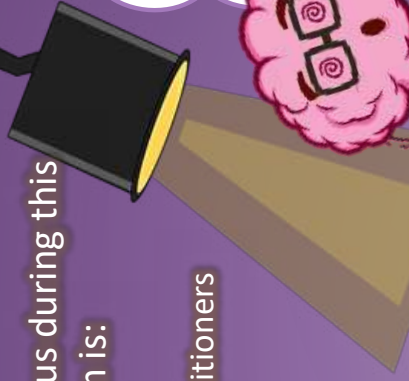
John Godber



Bertolt Brecht



Preparing for GCSE DRAMA!



Key Theatre maker terminology for this term

Role and responsibilities

Playwright	This is the name given to the person who writes the play.
Performer	A performer is an actor or entertainer who realises a role or performance in front of an audience.
Understudy	An actor who studies another's role so that they can take over when needed.
Lighting designer	The lighting designer is responsible for designing the lighting states and, if required, special lighting effects for a performance. The final design will result in a lighting plot which is a list of the lighting states and their cues.
Sound designer	The sound designer is responsible for designing the sound required for a performance. This may include underscoring, intro and outro music as well as specific effects. The final design will result in a sound plot which is a list of the sounds required and their cues.
Set designer	The set designer is responsible for the design of the set for a performance. They will work closely with the director and other designers so that there is unity between all the designs and the needs of the performance.
Costume designer	The person who designs the costumes for a performance. The costume department of a theatre is often called the wardrobe.
Puppet designer	The person who designs the puppets for a performance.
Technician	A person who works backstage either setting up technical equipment such as microphones or rigging lights before a production or operating technical equipment during a performance.
Director	A director is in charge of the artistic elements of a production. A director will often have the initial creative idea ('concept') for a production, will work with the actors in rehearsal, and will collaborate with designers and the technical team to realise this idea in performance.
Stage manager	The Stage Manager is in charge of all aspects of backstage, including the backstage crew. They will oversee everything that happens backstage before, during and after a performance. During the rehearsal period, the Stage Manager and their team will make sure that all props are found or made, scene changes are rehearsed and smooth, and all other aspects of backstage are prepared. They are also in charge of the rehearsal schedule.
Theatre manager	This is the person who is responsible for and manages the front-of-house team who deal with the audience during the production (for example, the box office manager, ushers and similar staff).

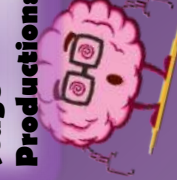
WATCH LIST FOR THIS TERM (IF YOU CAN):



Bouncers Trailer:



Roles in A Stage Production:



Bertolt Brecht and Epic Theatre: Crash Course Theatre #4:



BBC Bitesize 'Using the Space' Quiz



DO NOT talk/shout whilst watching a performance/show



Turn OFF your phone



DO NOT put your feet up on the chair in front of you

THEATRE ETHOUETTE



DO NOT get out of your seat unless you have asked a member of staff

DO NOT leave any rubbish behind



Spanish - Key verbs and vocab

Key phrases for this half term - Healthy living

1. ¿Qué te duele? - What hurts/what's wrong?
2. **Me duele** la cabeza - my head **hurts**
3. **Tengo dolor de** garganta - my throat **hurts**
4. Me duele la espalda **desde hace** una semana - my back's been hurting **for** a week
5. También **tengo** fibre - I also **have** a fever
6. **No tengo** tos - **I don't have** a cough
7. ¿Qué **debo** hacer? - What **should** I do
8. **Tienes que** tomar una aspirina - **you need to** take a painkiller
9. **Debes** beber mucha agua - **you must** drink lots of water
10. **Hay que** tomar esta jarabe - **you must** take this cough syrup

Doctor: ¿Qué te duele?

Hombre: Me duele el estómago y la cabeza.

Doctor: ¿Algo más?

Hombre: Tengo dolor de garganta desde hace tres días. ¿Qué debo hacer?

Doctor: Tienes que descansar en casa y beber mucha agua. También debes tomar una aspirina.

Hombre: Muchas gracias, doctor.

Para ir más lejos: (To go further ...)



Scan this QR code with your phone or tablet. It will take you to BBC Bitesize where you can practice how to form the preterite (past) tense in Spanish - Very useful!



Your teacher should have given you your username and password for **Languagenut**. Log in and complete some of the revision games on there. It's great for practising speaking and listening skills!

Week 1: Practice key phrases 1-5 - look, cover, write, check, correct x 3.
Week 2: Practice key phrases 6 -10 - look, cover, write, check, correct x3.
Week 3: Translate the conversation into English.

Week 4: Re-write the conversation replacing the underlined parts with other things. (e.g. body parts, advice)

Week 5: Create a mind map of any key phrases you can remember and then fill it in with red pen using this knowledge organiser.

Week 6: Teach it! Create a resource that will help teach others these key phrases. It could be a poster, a PowerPoint presentation, a leaflet or anything else. If you can, stick it in your home learning book.

Week 7: Write a conversation about aches and pains **FROM MEMORY!** Then check it over with your red pen. Read it out loud to a member of your family to practice your pronunciation.

Blood Brothers Knowledge Organiser

Very Brief Plot Summary

Act 1: Mrs Johnstone finds out she is pregnant with twins. The wealthy Mrs Lyons, who employs Mrs Johnstone as a cleaning lady, suggests she gives her one of the babies, as Mrs Johnstone is worried about not being able to support them. Mrs Johnstone reluctantly agrees. After she hands over the baby, she is sacked by Mrs Lyons.

Seven years later, the boys, Mickey and Edward, meet and become 'blood brothers'. Mickey introduces Edward to his friend, Linda, and to his mum. Mrs Johnstone warns Edward to stay away from them. However, the two boys cannot be kept apart. Mrs Lyons becomes increasingly paranoid about the Johnstones. Mr Lyons tells Edward they are moving to the countryside for Mrs Lyons' health. Upset, Edward says goodbye to Mrs Johnstone. Shortly afterwards, Mrs Johnstone receives a letter saying her family can move to the countryside.

Act 2: Time has moved on. Edward and Mickey meet up again and recognise each other. They instantly resume their friendship. Mrs Lyons goes to see Mrs Johnstone and accuses her of following them to the area. She tries to bribe her to move away, then tries to stab her.

Linda and Mickey get together, get married and have a baby. Edward goes to university and falls out with Mickey. Mickey is made redundant, commits a robbery and is imprisoned. When he is released, he is addicted to anti-depressants. Linda asks for Edward's help and he gets Mickey a job. Brought together once again, Linda and Edward are attracted to each other and start an affair. Mickey finds out from Mrs Lyons and shoots Edward dead. He is immediately shot dead himself by the police.

Characters

Mrs Johnstone: A single mum. Mrs Johnstone has lots of children and looks older than she is. She works as a cleaning lady and is desperate to provide for her family, but often struggles. She is warm and caring, and spends her life regretting her decision to give away Edward.

Mrs Lyons: A wealthy, middle-class woman, Mrs Lyons is desperate for children. She is lonely because her husband is often away on business. She is cunning, as she hatches a plan to pass one of the twins as her own. She pays for her decision by becoming paranoid that the truth will come out, and increasingly jealous of Mrs Johnstone. She lacks maternal warmth.

Mickey: One of Mrs Johnstone's twins, his life is often chaotic. He is suspended from school, gets his girlfriend, Linda, pregnant, loses his job, goes to prison, becomes addicted to anti-depressants and eventually kills his own brother. Mickey shows us how the chances we get in life can define who we become.

Edward: The twin that Mrs Johnstone gives away, Edward is raised in a privileged lifestyle, with private school and a university education. He gets a good job and eventually wins over Linda. However, he never experiences the maternal kindness that Mickey experiences.

Linda: Boisterous and fun-loving, Linda falls in love with Mickey and is fiercely loyal to him. She stands up for him against teachers and against Sammy, but his eventual decline sends her into Edward's arms. She feels trapped by the life that has been created for her with Mickey.

The Narrator: The Narrator stays on stage throughout the play, commenting on and narrating events. He asks the audience to speculate about who is to blame for the events in the play, and often appears as a minor character to remind Mrs Johnstone of her guilt at giving away her son.

Sammy: Mickey's older brother is a violent bully who exhibits aggressive behaviour throughout the play. At first, Mickey looks up to him, but eventually he becomes a threat. It is Sammy who involves him in the robbery and who unwittingly provides the gun which Mickey uses to kill Edward.

Mr Lyons: A wealthy, middle-class businessman, Mr Lyons has no understanding of his wife's desperation for a baby, or her deep paranoia about Edward. He is dismissive about her worries. He also shows no care for his employees, whom he makes redundant in Act II.

Key Quotations

"As like each other as two new pins." Narrator, Act I.

"a mother, so cruel, / There's a stone in place of her heart." Narrator, Act I

"I believe that an adopted child can become one's own." Mrs Lyons, Act I

"I love the bones of every one of em." Act I, Mrs Johnstone

"Kids can't live on love alone." Act I, Mrs Johnstone
"if either twin learns that he was once a pair, they shall both immediately die." Act I, Mrs Lyons

"you know the devil's got your number" Act I, Narrator

"we always have to stand by each other." Mickey, Act I

"you're not the same as him. You're not, do you understand?" Mrs Lyons, Act I

"Make sure he keeps with his own kind, Mr Lyons." Policeman, Act I

"You've got to have an ending, if a start's been made. / No-one gets off without the price being paid." Narrator, Act II

"Everybody has secrets. Don't you have secrets?" Eddie, Act II

"You have ruined me." Mrs Lyons, Act II

"you've not had much of a life with me, have y'?" Mrs Johnstone, Act II

"it's just another sign / Of the times." Mr Lyons, Act II

"while no one was looking, I grew up." Mickey, Act II

"so I can be invisible." Mickey, Act II

"how come you got everything... An' I got nothin'?" Mickey, Act II

"I could have been him!" Mickey, Act II

"And do we blame superstition for what came to pass / Or could it be what we, the English, have come to know as class?" Narrator, Act II

Themes

Nature vs Nurture

- Splitting up Edward and Mickey at birth shows us how environment can have a huge impact on life chances.
- The boys continue to be drawn to each other, despite very different upbringings.
- Mrs Johnstone is shown as having a natural maternal instinct, while Mrs Lyons seems unable to show easy motherly love. This has an impact on the boys and ironically drives Edward towards Mrs Johnstone.

Violence

- Mickey is exposed to violence from a young age, in the games played by his friends and by Sammy.
- Sammy is frequently violent to others and it is his violent tendencies which lead to Mickey going to prison.
- Mrs Lyons resorts to violence when she threatens Mrs Johnstone.
- Mickey resorts to violence at the end of the play when he finds out the truth.

Growing Up

- Mickey and Edward's childhoods are juxtaposed throughout the play to show how childhood experiences can be very different and yet very similar.
- Mrs Johnstone and Mrs Lyons react to their children growing up in different ways.
- The montage in Act II shows the transition from childhood to adulthood.
- Mickey realises that some people have to grow up quicker than others, due to their circumstances.
- The play shows how two children with similar backgrounds (Sammy and Linda) can make different choices and take different paths in life.

Fate and Superstition

- We are told how the story will end at the beginning of the play – so there is no escaping the fate of the blood brothers.
- The play considers how one decision can decide a person's fate – Mickey realises at the end of the play that he could have had Edward's life if Mrs Johnstone had chosen differently.
- Mrs Johnstone is highly superstitious at the beginning of the play, and Mrs Lyons uses this to create the superstition about twins who are parted.
- Mrs Lyons becomes superstitious as her paranoia takes over.
- The Narrator asks us if superstition is to blame for boys' fate.

Class

- Willy Russell shows us the injustices of the class divide by juxtaposing the upbringing of Edward and Mickey.
- Accents, vocabulary and costume are used to show the class divide between the two boys and their mothers.
- Education is shown as a key factor in the class divide: Edward's education guarantees him university and a good job; Mickey's education is largely pointless and reduces his chances in life.
- The Narrator asks us if class is to blame for the boys' fate.

Friendship and Loyalty

- Edward and Mickey forge a friendship which bridges the class divide.
- That friendship is destroyed by Edward's inability to understand the pressures of money problems – ultimately the class divide comes between them.
- Linda shows loyalty to Mickey throughout her life, standing up for him against bullies. But when Mickey becomes unreachable, she betrays him.

Symbols and Motifs

Guns are a recurring symbol throughout the play. Firstly, they are shown as harmless toys, part of games that the children play. Then they become more mischievous, as Mickey, Edward and Linda play with an air gun and are reprimanded by the police. Finally, Sammy's gun in the robbery puts Mickey in prison and becomes the weapon that kills Edward. They represent violence, and the transition from childhood to adulthood.

Edward's locket is a symbol which represents secrets. Mrs Lyons wants to see the locket but the irony is that she is guarding a far bigger secret. The locket also represents the power of motherhood – Edward is drawn to Mrs Johnstone even though he does not know her relationship to him.

Marilyn Monroe is a recurring symbol within the play – Mrs Johnstone's husband was attracted to her because she looked like the film star, but when she starts to age he finds a replacement. A tragic figure, Marilyn Monroe is significant because she combined sexuality, vulnerability and secrets.

Context

Set in the 1970s and 80s, Blood Brothers shows the realities of life in Liverpool during the era. In 1979, Margaret Thatcher came to power as Prime Minister and privatised much of Britain's manufacturing industry. As a result, there was widespread unemployment; in Liverpool, up to 25% of the population were unemployed. This led to high levels of poverty.

The Johnstone family, and in particular Mickey's redundancy, show the real life impact of this. Russell uses the play to explore the consequences of poverty and unemployment. As a Liverpudlian himself, he was writing from first-hand experience.

Language and Techniques

audience address

chorus

Colloquial

contrast

dramatic Irony

emotive language

foreshadowing

irony

juxtaposition

metaphor

refrain

repetition

rhyming Couplet

song

tragedy



Key Vocabulary

act

deprivation

education

inequality

maternal

nature

nurture

playwright

recession

social divide

superstition

stage directions



WEEK 1

SOCIAL/HISTORICAL CONTEXT

Use the internet to find answers to the following questions:

Willy Russell

1. Where and when was Willy Russell born?
2. What jobs has Willy Russell had during his lifetime?
3. What are the plays that Willy Russell has written?
4. What awards has 'Blood Brothers' won?
5. Who are some of the famous actors who have had parts in 'Blood Brothers'?

Liverpool: The City

1. What happened to Liverpool during the Second World War?
2. What happened to housing in the city during the Second World War?
3. What did the city do to change this?
4. Up until the 1970s, what was Liverpool's main industry?
5. What can you find out about unemployment in Liverpool in the 1970s and 80s?

Liverpool: The Culture

1. What do you call someone from Liverpool? Why?
2. Why is Liverpool such a culturally diverse city?
3. What ethnic communities can you find in Liverpool?
4. What is the predominant religion in Liverpool?
5. How was Liverpool influential to 1960s music?

Marilyn Monroe

1. What was Marilyn Monroe's birth name and when was she born?
2. What was she famous for?
3. Who did she marry and what were they famous for?
4. What problems did she experience in her life?
5. How did she die?

Home Learning Tasks BLOOD BROTHERS

WEEK 2

ACCENT/DIALECT

Research your own Liverpool accent and dialect. Where did it come from and how did it develop? Find some of the scouse slang phrases we use and write the standard English definition.

e.g. Slang – 'cob on'

Standard English meaning – 'Bad mood'

Useful websites

[Learn 'Scouse' or Liverpool slang: All you need to know \(greatbritishmag.co.uk\)](#)

[35+ Boss Scouse Slang Phrases & Scouse](#)

[Words You Should Know](#)

[\(signaturesliverpool.co.uk\)](#)

WEEK 3

KEY QUOTATION POSTER

Create a key quotation poster. You should choose a key quotation from the scenes you have read so far, include an image to accompany it and an explanation of its meaning and effect.

WEEK 4

CHARACTER

Choose 1 character from the play and focus on the following questions:

1. Briefly explain what happens to your character in the play.
2. What themes are important to your character?
3. What type of relationship does your character have with other characters? What do other characters think of your character?
4. What advice would you give to an actor playing this role? Costume? How to speak? Mannerisms?
5. How is social/historical context relevant to your character?
6. What 5 key quotations would you choose to show your character?

WEEK 5

CAST THE PLAY

Which real life actors would you like to see in the main roles? Explain what makes them good choices.

Mickey, Edward, Mrs Johnstone, Mrs Lyons, Linda, Sammy, Mr Lyons

WEEK 6

WRITE A SCENE

Write a scene from the funerals of Mickey and Edward. Consider how their deaths will have had an affect on other characters and their relationships. Include some stage directions in your scene.

Tasks- if you complete all 6, revisit some or all from memory

Task 1: Read over the factors that impact birth and death rates. From memory create a mind map with arm for birth rates and one for death rates. Then add the factors to the correct side. Red pen.

Task 2: Read over the measures of development. Create a heads and tails puzzle with the key terms and definitions mixed up.

Task 3: Read over the development indicators information. Create 5 questions with answers based on the information.

Task 4: Looking at page 2 look over population pyramids. From memory sketch out the 2 pyramids and label some of the differences. Check and red pen any missing detail.

Task 5: Look at the Demographic Transition Model. Sketch out the model/graph from memory and then explain what is happening to birth rate and death rate at each stage.

Task 6: Extension-using Google find out the names of some more countries that fit each stage of the DTM.

Factors which affect birth rates and death rates

- Populations are affected by many factors, the main natural ones being birth rates and death rates which affect the level of natural change (increase or decrease) within the population.
- Better healthcare- Death rates will decrease as there will be more medicines and hospitals available so people will live longer.
- More women working- Birth rates will decrease as women will be more focused on building a career and having the same rights as a man.
- More healthy food available- Death rates will decrease as people will be able to access a healthier diet so people will live longer due to the variety of fruit and vegetables.
- Birth control/contraception provided- Birth rates will decrease as people will be able to prevent unwanted pregnancies. Due to the access to contraception it will decrease the spread of diseases such as HIV. This will decrease the death rates in countries.
- Deadly diseases spread- Death rates will increase as people might have access to medical care. Birth rates may also be affected as people may be too sick to conceive.

Year 9 Geography-Ticking Time Bomb KO

Development indicators

- Development indicators tell us lots of different things about a country. An atlas usually contains information about how developed a country is. This information is normally at the back of the atlas just before the index. The information on each country is usually collected through governmental bodies. Some information may come through a Census.
- In England & Wales information is collected every 10 years through a Census and every household has to fill it in. People have to provide information about e.g. how much they earn, how healthy they are and how many people live in the property. This information is then used to help the government plan for the future.

- Rich countries are known as developed countries e.g. USA, UK, Germany. These countries are wealthy and have a high standard of living. These countries can spend money on services
- Poorer countries are known as developing countries e.g. Sudan, Ethiopia, Afghanistan. Most citizens have a low standard of living.
- Countries in between are known as emerging countries e.g. Mexico, China. These countries are getting richer as their economy is progressing from the primary industry to the secondary industry. Greater exports leads to better wages.

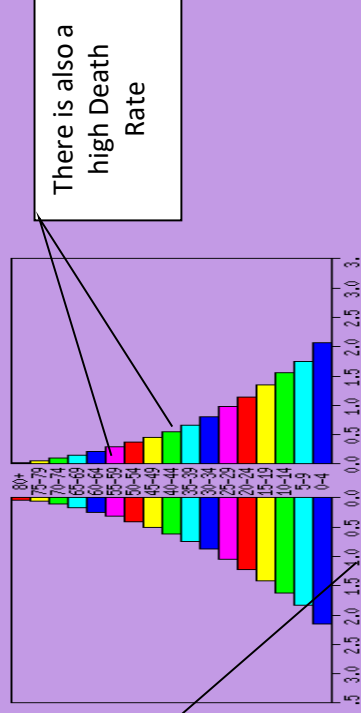
Measures of development

- Life expectancy- The average number of years a person is expected to live.
- Death rate- The number of deaths per year per 1000 people.
- Birth rate- The number of births per year per 1000 people.
- Literacy rate- Number of adults who can read and write in every 100 people
- Infant mortality rate- The number of children born per year out of every 1000 born alive that die before the age of one.
- GDP- measures the value of economic activity within a country.
- People per doctor- Number of patients divided by the number of doctors.
- Food intake- the number of kilocalories each person has each day in that

What is a population pyramid?

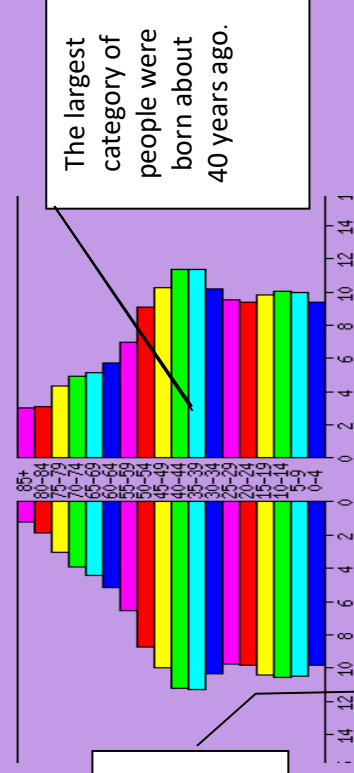
- A graph showing the population of a country
- Structure of population (who makes up the population)
- Age differences
- Sex/gender differences
- Useful as they can help governments predict what will happen to the population in the future and plan for the changes.

This population pyramid is typical of countries in poorer parts of the world. (developing countries)



In this country there is a high Birth Rate

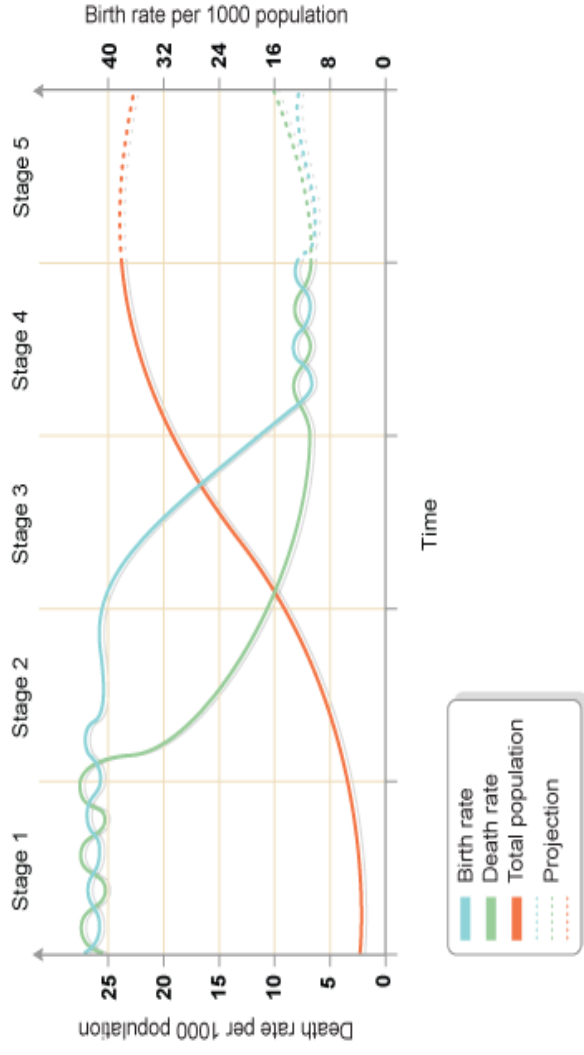
This population pyramid is typical of countries in the richer parts of the world (developed countries).



In this country the number of people in each age group is about the same.

What is the Demographic Transition Model (DTM)

- Demography- The study of populations
- Transition- Change
- Model- A pattern/graph /simple version of reality



Stage 1- Birth Rate and Death rate are both high. Population growth is slow and fluctuating. Typical of Britain in the 18th century and the developing countries of today.

Stage 2- Birth Rate remains high. Death Rate is falling. Population begins to rise steadily. Typical of Britain in 19th Century; Bangladesh; Nigeria.

Stage 3- Birth Rate starts to fall. Death Rate continues to fall. Population rising. Typical of Britain in late 19th and early 20th century; China; Brazil.

Stage 4- Birth Rate is low- due to birth control, materialism. Death Rate is low- due to good medical care, better diets. Population steady. Typical of USA; Sweden; Japan; Britain.

Stage 5- Birth Rate slight fall. Death Rate stable. Natural increase: gentle decrease. Typical of Germany.

Jewish Response to the Holocaust

Leave your home for a country I will show you and I will make you a great nation. I shall bless those who bless you and curse those that curse you

God to Abraham

The personification of the devil as the symbol of all that is evil assumes the living shape of the Jew

Adolf Hitler

As we study think about...

How did anti-Semitism begin?

Can the Holocaust happen again?

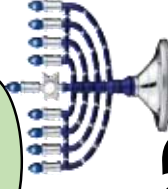
How did Jews try to hold onto their way of life?

Why did some Jews continue to have faith in God and others not?

Are there any parallels to today's world?

How can God exist and allow so much evil to happen?

How has the Holocaust affected Judaism today?



KEY WORDS

Covenant	The agreement made by God and the Jews	Ghetto	An enclosed area used to confine a group of people
Anti-Semitism	The discrimination and hatred of Jews	Shabbat	The Jewish holy day where Jews pray, rest and spend time with their families
Shoah	The Hebrew word for Holocaust meaning 'destruction'	Nuremberg Laws	Rules created by the Nazis in 1935 that discriminated against Jews
Dehumanisation	Taking away a person or group's positive human qualities	Shiva	A week-long period of mourning by Jews for a close relative
Israel	The Jewish 'promised land' believed to have been given to them by God	Circumcision	Removal of foreskin. A sign of the covenant for a Jewish men.

SOME TASKS FOR YOU TO COMPLETE

Draw a symbol for each key word

Create a mind map of how the Jews were discriminated against

Create a key word quiz or flash cards

Write your answers to 3 reflection questions

Investigate an explanation of how God could allow it to happen

Create flashcards of the impact on Jewish life

Investigate a survivor and write up their experiences

Holocaust Timeline

Anti-Semitism (discrimination) throughout the centuries finally lead to the

Nuremberg Laws 1935

These laws made Jews second-class citizens.

- Banned them from shops, public transport and parks.
- Denied them rights such as voting, marrying Germans, and having a bank account
- Denying education and income

Kristallnacht November 1938

This happened in Germany and Austria following two nights of 'terror'. Jewish homes, synagogues and businesses were targeted and destroyed and Jewish men were arrested. 91 were killed.

Propaganda showed Jews as diseases, and greedy criminals to inspire hatred and distrust

Ghettos .

Jews were forced into ghettos e.g. the Warsaw ghetto was set up in November 1940 as home to 500,000 Jews. It was unhygienic, cramped and many died from disease, starvation or beatings.

Jews carried on with secret schools, newspapers and religious ceremonies. Many tried to smuggle in kosher food and medicines

WHY?

The Holocaust creates many problems both for God and humanity.

Some questions that arise are:-

How can God allow this to happen to his 'chosen' people?

If God is good how could He allow this to happen?

If God knew that we as humans were capable of such evil, why did he give us freewill?

The Nazi's tried to destroy the Jews. Is it a Jew's duty to continue with their religion in spite of the Nazi's?

Liberation

Liberation from the Camps or from hiding generally began in late 1944 to May 1945 when WWII in Europe was officially declared over. As the Allies pushed the German forces back camps were discovered and prisoners were released.

For example, Auschwitz was liberated in January 1945 whilst Bergen Belsen in April 1945.

Inmates were often weak and frightened. Some returned home to find that they were occupied by somebody else and that they had few or no family members left.

Death and Concentration camps

These were set up to deal with the 'Jewish Problem'. Many Jews with other undesirables such as Gypsies, homosexuals and those who opposed Hitler were killed immediately on arrival to these camps or worked to death.

Treblinka Death Camp opened in July 1945 and it is estimated that it killed 700,000-900,000 Jews alongside 2000 Romani people.

Auschwitz began killing people in September 1941 with over a million people dying in the gas chambers or through malnutrition, exhaustion or 'selections'.



ART KNOWLEDGE ORGANISER

YEAR 9
TERM 1 (1a)
Drawing and techniques

Topic: People and Places

Context:

Mark Andrew Allen
Mark Andrew Allen describes himself as a mixed media pop expressionist and he attempts to create a story with everything he makes. He got involved in Art by creating posters for his friends and never stopped. Mark Andrew Allen says that he usually starts his artwork with just one object, and by the time he is finished layering, often the first object is no longer visible!

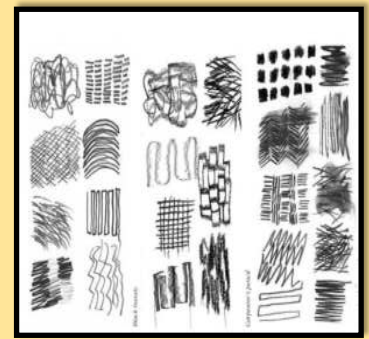
Greg Gossel
Greg Gossel originally had a background in design, his work is expressive and is multi-layered. His artwork often features images used in pop culture and comic art. Gossel has created work for denim brand Levi's and car company Hyundai. Greg Gossel's work has been linked to Shepard Fairy (OBEY) and Roy Lichtenstein. He often paints over parts of his artwork, adding new parts whilst removing others.

Banksy
Maybe one of the most controversial street artists in the world, Banksy's art includes powerful and often controversial images and political messages. Banksy has been involved in the graffiti scene for over 20 years. By the age of 18, Banksy began to develop stencils after nearly being caught vandalizing public spaces by police. His identity still remains a mystery. The most common form of street art Banksy uses are stencils. These are often multi-layered and combined with other media, such as spray-paint.

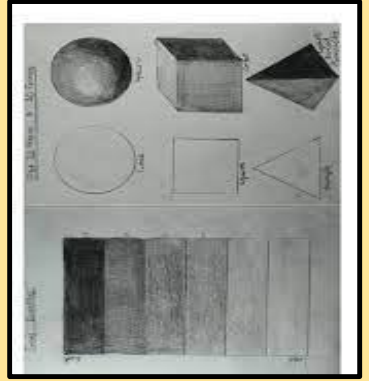
Task List
Week 1: Practice key literacy vocab 1-6 – look, cover, write, check, correct x 3. Read the sentences again and check for understanding.
Week 2: Practice key phrases 7 -13 - look, cover, write, check, correct x3. Read the sentences again and check for understanding.
Week 3: Create a page of mark-making techniques similar to the ones in image week 3 (below). Use either, pencil or pen to complete. You can google mark-making techniques for more ideas.
Week 4: Create a page of tonal experimental drawings, similar to the ones in image week 4 (below). This should include a tonal bar and some tonal shapes, showing light and dark tones. You can google tonal techniques for more ideas.
Week 5: Produce a drawing of an "Liverpool building, see images week 5 (below). Use pencil tone and/or mark-making skills to demonstrate your knowledge. (This should take you two weeks).
Week 6: Continue to produce a drawing of an "Liverpool building, see images week 5 (below). Use pencil tone and/or mark-making skills to demonstrate your knowledge.
Week 7: Watch the videos in the further development section and create your own set of step-by-step instructions.

Key Literacy Vocabulary:
1: DRAWING: drawing is the act of leaving a mark on a page or surface.
2: MEDIA/MEDIUM: the materials and tools used by the artist to create the artwork.
3: TECHNIQUE: the skill in which the artist uses the tools to create the piece of work.
4: MIXED MEDIA: mixed-media is when more than one material is used to create a piece of work
5: EQUIPMENT/MATERIALS: A set of items/articals of materials, used in art to create work.
6: MARK MAKING: the different lines, patterns and textures used to create a piece of work.
7: TONE: the lightness or darkness of something.
8: PROCESS: process refers to the steps undertaken to achieve something.
9: APPLICATION: the way a material is applied to a surface.
10: CONTROL: How carefully you work with specific media.
11: EFFECT: applying a change to a piece of work to create a desired result.
12: THEMATIC: thematic, in art, is when the work relates to a particular theme.
13: EMPHASIS: make something more prominent, stand out or have more significance within a piece of art work

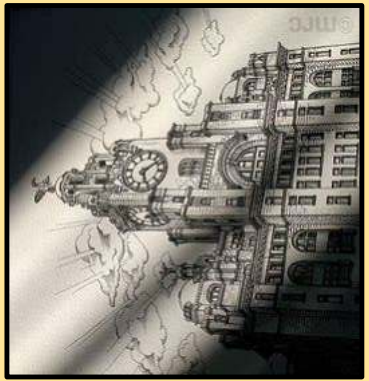
Mark-making (week 3)



Tonal drawing (week 4)



Liverpool building (Week 5)



Further development

Watch these videos below. They will give you lots of ideas on how to explore new techniques, using different media.

Mark-Making



Tone ladder/bar



Tone





DESIGN TECHNOLOGY KNOWLEDGE ORGANISER

Topic: Night Light Project



YEAR 9

My Tool Box



Tenon Saw – Used to cut straight lines in wood.



Try Square – Used to mark out right angles.



Laser-cutter- Used to laser-cut and engrave material.



Soldering iron – Used to melt solder to join electrical components together



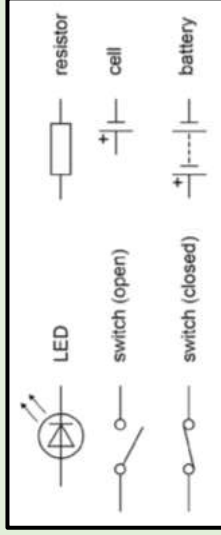
Wire strippers – Used to remove the insulation from around wires



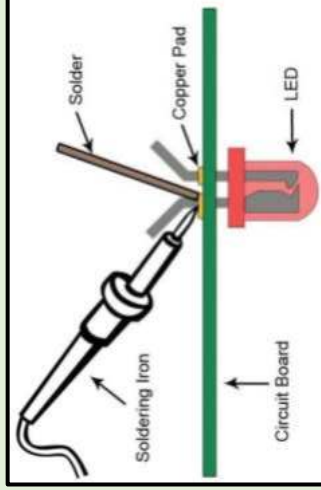
Pillar/Bench Drill – Used to drill holes into different materials.

Focused topics

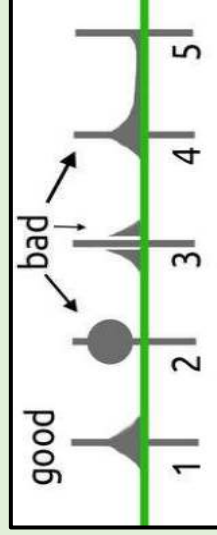
Electronic circuit symbols



How to Solder



Good and bad solder joints



Key Terms

Computer aided design (CAD) - The process of creating a 2D or 3D design using computer software.

Computer aided manufacture (CAM) -The manufacture of a part or product from a computer aided design (CAD) using computer-controlled machinery.

Circuit – a circuit is a complete path around which electricity can flow

Components - any basic discrete device or physical entity in an electronic system (LED, switch, resistor)

Conductor - Materials that allow electric current to pass through them easily

Insulator - Materials that don't allow electric current to pass through them easily

Solder - an alloy (usually of lead and tin) used when melted to join two metal surfaces.

Tasks

Task 1: Learn the tool names and their use.

Task 2: Learn the key words and the definition.

Task 3: Create 6 questions that can be answered from the information in the focused topic column.

Task 4: Draw two tools and write what they are for.

Task 5: Create a quiz based on task 1, 2 or 3. Get someone to test you.

Task 6: Create a mind map for the information you remember and red pen anything you've forgotten.

Task 7: Teach it. Create a task that can be used to teach some of the information from here.

To go further:

Introduction to isometric crating:



More information about natural and manufactured timber:



Week One

Read your knowledge organiser focusing on **The Earth** for 5 minutes. Then turn the organiser over and write a short summary of the topic.

The summary should include:

1. No more than 40 words
2. And should be written in full sentences.

Week Two

Pick 4 key words from the knowledge organiser page title **The Earth**. Using those 4 key words make as many links between the words as you can.

Remember to include:

1. The 4 key words you have chosen
2. The links you have made between the words, these should be written along the arrow that connects them.

Week Three

1. Calculate the pressure applied of a 100N object with an area of 25 m²
2. Calculate the pressure applied by an African elephant who's weight is 19,600 N and has a total area of their foot of 144 cm²

Use the EVERY method to complete the calculations.

Week Four

Read your knowledge organiser focusing on **Motion, Pressure and Moments** for 5 minutes. Then turn the organiser over and write a short summary of the topic.

The summary should include:

1. No more than 40 words
2. And should be written in full sentences.

Week Five

Pick 4 key words from the knowledge organiser page title **Motion, Pressure and Moments**. Using those 4 key words make as many links between the words as you can.

Remember to include:

1. The 4 key words you have chosen
2. The links you have made between the words, these should be written along the arrow that connects them.

Week Six

Using your Home Learning book, make a quiz containing at least 10 questions from the topics **The Earth and Motion, Pressure and Moments**.

Remember to include:

1. Answers to each question written in full sentences,
2. A variation in the type of question, Draw/state/explain etc.



**Have you completed your 4 daily goals?
Completion of your 4 daily goals this
week will ensure you avoid a L1
detention next week! 😊**

Home learning tips:

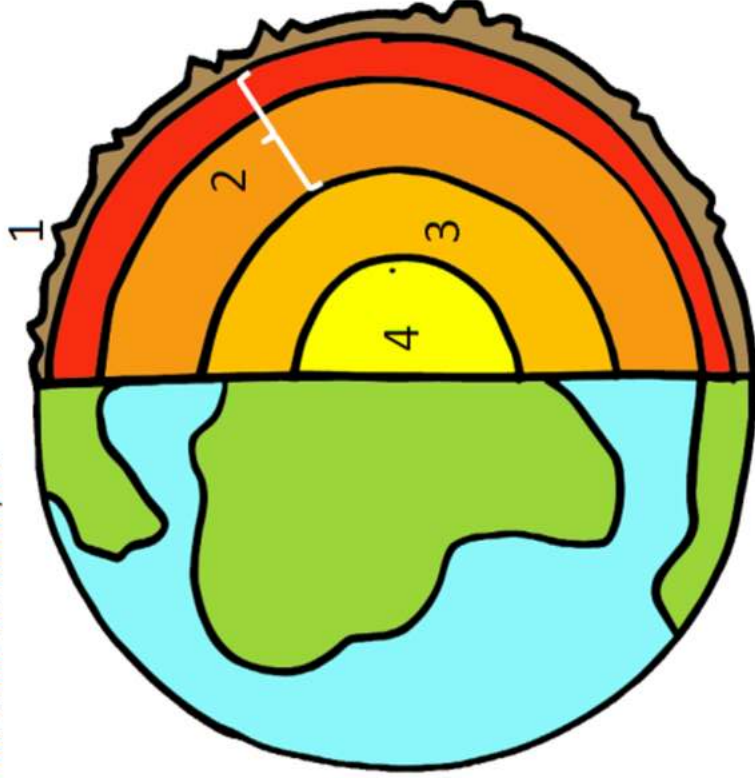
1. Answer any questions in full sentences.
2. Take your time reading through your knowledge organiser.
3. Read the task twice.
4. Ask your teacher in your next lesson if you are unsure about anything.
5. Not sure which week to do? Ask your teacher!



Y8 The Earth Knowledge Organiser

Composition and Structure of the Earth

The earth has four layers:



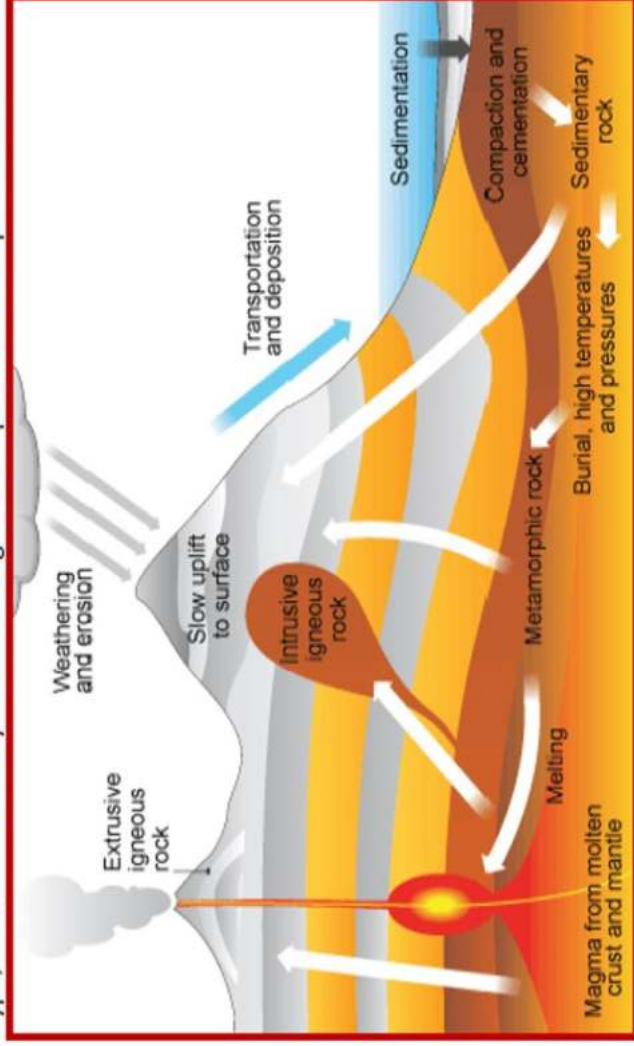
1 – Crust
2 – Mantle

3 – Outer core
4 – Inner core

Key Terms	Definitions
Crust	The outermost layer of the Earth's structure. The crust is thin, rocky and it is where we get materials from, such as glass, plastic, paper and aluminium.
Mantle	The layer beneath the crust. Much thicker than the crust. Solid (made up of rock) but flows slowly like a liquid.
Outer core	The layer beneath the mantle. Made from molten nickel and iron. Liquid because of the immense temperature.
Inner core	The innermost part of the Earth. Also made from nickel and iron but they are solid because of the immense pressure – even though the inner core is hotter than the outer core.
Igneous	A type of rock that is formed by the cooling of magma.
Extrusive	When magma cools rapidly above the surface.
Intrusive	When magma cools slowly below the surface.

The Rock Cycle

This diagram below shows the rock cycle – how physical processes change rocks from being one type, to another. The key terms tables give descriptions of these processes.



Key Terms	Definitions
Sedimentary	A type of rock that is formed by the compression of many layers of sediment over time.
Metamorphic	A type of rock that is formed when immense heat and pressure change the chemical properties of the minerals in sedimentary rocks.
Transport	Rocks are transported by rivers to the sea.
Deposition	Rocks settle at the bottom of the sea.
Sedimentation	Layers of sediment (rocks, dead sea life, etc.) begin to build up.
Compaction	As more layers build up, pressure is put on lower layers.
Cementation	Salt crystals "glue" the layers together.
Uplift	Some rocks are pushed to the surface by the pressure of new rocks forming beneath them.
Magma	Melted rock; cools to form igneous rock

How rocks change

Igneous rocks become **sedimentary** rocks by:

- Weathering, erosion, transportation, deposition, sedimentation, compaction, cementation

Sedimentary rocks become **metamorphic** rocks by:

- Burial (high pressure) and high temperatures

Metamorphic rocks become **extrusive igneous** rocks by:

- Melting to magma, eruption, rapid cooling above the surface
- Metamorphic** rocks become **intrusive igneous** rocks by:
- Melting to magma, slow cooling beneath the surface, uplift



A greenhouse is a house made of glass and is commonly used by gardeners to help grow plants and keep them warm. As the sun shines through the greenhouse, the air is heated up and becomes trapped by the glass and is prevented from escaping. During daylight, a greenhouse stays quite warm and this lasts into the night.

The earth and its atmosphere are very similar to that of a greenhouse. The greenhouse gases in the atmosphere trap the heat and keep the earth warm. The main greenhouse gases are carbon dioxide, water vapour and methane. During the daylight, the sun warms up the earth's surface. During the night, as the earth begins to cool and release the heat back into the atmosphere, some of the heat is trapped by the greenhouse gases in the atmosphere.

If the greenhouse effect becomes too strong, the earth will get too warm and melt the Arctic ice. As we burn more fossil fuels, the levels of carbon dioxide and the other greenhouse gases increase in our atmosphere which makes the greenhouse effect stronger.

Scientists believe that human activities have resulted in the increased amount of greenhouse gases in the atmosphere. Activities such as farming cattle and farming rice release huge amounts of methane into the atmosphere.

Burning fossil fuels in cars and power stations releases large amounts of carbon dioxide. With large areas of the rainforest being cut down through deforestation, the excess carbon dioxide is not being absorbed by photosynthesis.

However, not everyone believes that humans are causing the rise in greenhouse gases. Some believe that the rise in global temperatures is associated with cycles of climate change and natural factors.

Climate science is often complicated as there are difficulties associated with predicting future global temperatures. The media present information that can be biased, inaccurate or lacks substantial evidence.

Approximately 4.6 billion years ago the Earth was formed. Scientists have lots of ideas and theories about how the atmosphere was produced and the gases within it, but due to the lack of evidence, they cannot be sure.

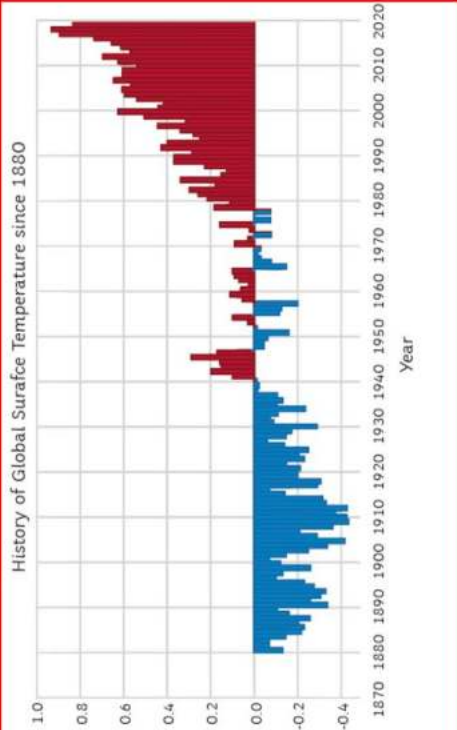
One theory suggested that intense volcanic activity released gases that made Earth's early atmosphere very similar to that of Mars and Venus. These planet's atmospheres mainly consist of carbon dioxide with little oxygen.

Nitrogen gas would have also been released from volcanoes and would have built up in the atmosphere.

Water vapour in Earth's early atmosphere would have condensed to create the seas and oceans. Carbon dioxide would have dissolved into the water, decreasing the level in the atmosphere.

Since the Earth was formed over 4.6 billion years ago, its climate has constantly been changing with several ice ages followed by warmer temperatures. Changes in the Sun's energy reaching the Earth and volcanic eruptions were responsible for the changes until about 200 years ago.

Global warming is different to climate change and is used to explain how the earth's climate has warmed up over the past 200 years. Scientists believe that the warming of the climate is due to the activities of humans.

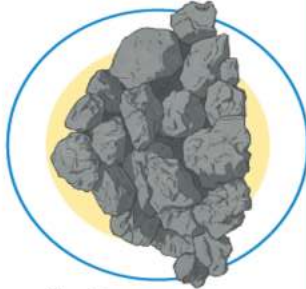


Carbon dioxide dissolves in water. As water vapour condensed and the oceans and seas formed, the carbon dioxide gas dissolved producing carbonate compounds. This process reduced the amount of carbon dioxide in the atmosphere. Carbonate compounds were then precipitated: limestone is an example of a sedimentary rock; it has the chemical name calcium carbonate.

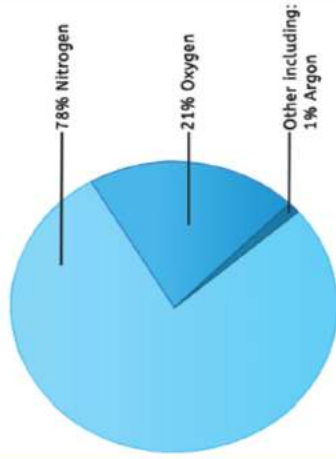
Plants in the oceans absorbed carbon dioxide gas for photosynthesis. The organisms from the food chains that the plants supported were turned into fossil fuels. Fossil fuels are non-renewable and consist of coal, crude oil, and gas, all of which contain carbon.

Crude oil was formed millions of years ago. When aquatic plants and animals died, they fell to the bottom of the sea and got trapped under layers of sand and mud. Over time, the organisms got buried deeper below the surface. The heat and pressure rose, turning the remains of the organisms into crude oil or natural gas. Oxidation did not occur due to the lack of oxygen.

Coal is a fossil fuel formed from giant plants that lived hundreds of millions of years ago in swamp-like forests. When these plants died, they sank to the bottom of the swamp where dirt and water began to pile on top of them. Over time, pressure and heat increased and the plant remains underwent chemical and physical changes. The oxygen was pushed out and all that remained was coal.



The pie chart below shows the abundance of each gas in our atmosphere.



The carbon footprint is the total amount of carbon dioxide and other greenhouse gases emitted over the full life cycle of a product, service or event.

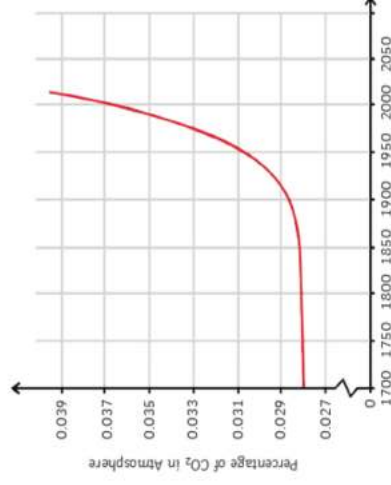
An individual's carbon footprint is a calculation of all the activities that that person has taken part in throughout the year.

These activities might involve flying abroad or travelling by bus or rail. Each of which might be powered by petrol or diesel. Heating a home in winter by using a gas-powered boiler and using electricity to power lights and electronic devices. Food also has a carbon footprint, for example, beef and rice produces huge amounts of methane when farmed.



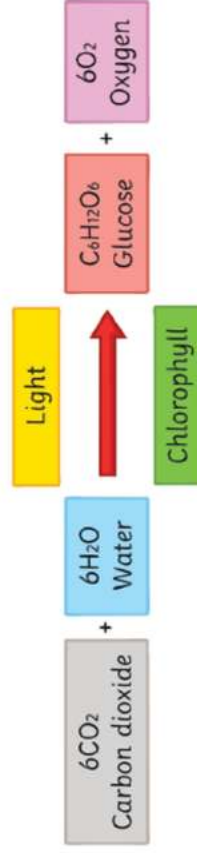
There is a strong correlation between the percentage concentration of carbon dioxide in the atmosphere and increased global temperatures.

The impact of this is that the polar ice caps are melting, sea levels are rising and habitats and rainfall patterns are changing. The impact of which is already being felt around the globe. The consequences of human activity will affect us all.



2.7 billion years ago, algae first produced oxygen. Gradually over time, the levels of oxygen in our atmosphere increased as plants evolved. This was followed by animals as the levels of oxygen increased to a level that would sustain more complex life.

Oxygen is produced by plants in the process of photosynthesis.



Year 8 Motion Knowledge Organiser

1. Keywords

Speed	Distance ÷ time. Scalar quantity
Velocity	Distance (in a certain direction) ÷ time. Vector quantity
Distance	How far an object moves. Scalar quantity

2. Typical speeds

Walking	1.5 m/s
Running	3 m/s
Cycling	6 m/s
Sound	330 m/s

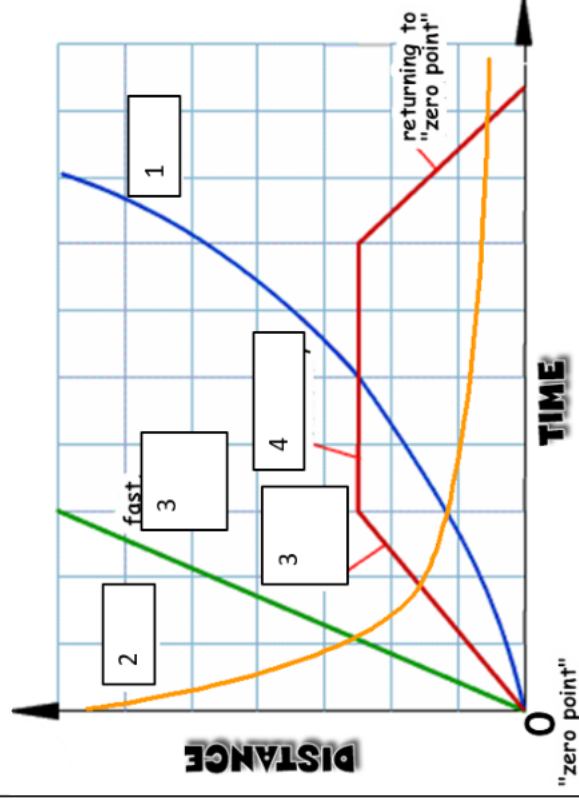
3. Calculating speed

Symbol	Name	Calculated by..
s	Distance (m)	= speed x time
v	Speed/Velocity (m/s)	= distance ÷ time
t	Time (s)	= distance ÷ speed

$$s = v t$$

4. D/T graph keywords

Keyword	Meaning	Position on distance time graph
Accelerate	Speeding up	1
Decelerate	Slowing down	2
Constant speed	Staying the same speed	3
Stationary	Not moving	4
Speed	Distance covered in a certain time	The steepness of the line



5. Calculating pressure

Symbol	Name	Calculated by..
F	Force (N)	= pressure x area
p	Pressure (Pa = N/m ²)	= force ÷ area
A	Area (m ²)	= force ÷ pressure



E – Equation
V – Values
E – Enter values
R – Result
Y – Your units

7. Moments:

1. To calculate a moment you need to know:

- How much force is being applied (Newtons, N)
- The distance from the pivot that the force is being applied (Meters, m)

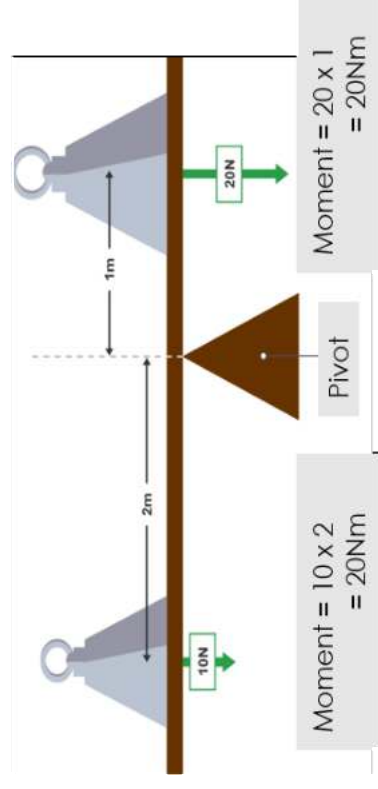
$$\text{Moment} = \text{force} \times \text{distance}$$

2. The unit for moment is newton metre (Nm)

3. A small force over a large distance can generate the same moment as a large force over a small distance.

6. Pressure in gases

Change	Effect	Reason
Increase Pressure	Increase volume	More particles so more collisions Increase the force stretching the balloon until the forces balance
Decrease pressure	Decrease volume	Less particles so less collision. Decrease the force causing the balloon to contract until the forces balance



These components of fitness will be tested within your next lessons

Fitness Testing

Feel free to YouTube the tests and practice them in your own time

Component of fitness	Test to perform
<u>Speed</u>	30m speed test
<u>Strength</u>	Handgrip Dynamometer
<u>Agility</u>	Illinois agility test
<u>Muscular endurance</u>	30 second sit up test

Component of fitness	Test to perform
<u>Cardiovascular endurance</u>	Bleep test/Cooper run
<u>Balance</u>	Standing stalk test
<u>Power</u>	Standing long jump
<u>Reaction time</u>	Ruler drop

Task 1

You are to give **two** sporting example for each component of fitness.

For example. Speed is needed for a defender in football when chasing down an attacker who is through on goal.

Another example. Balance is needed for a diver on the edge of the diving platform.

Task 4

Why is it important for athletes to have components of fitness when performing in sport?



Scan to view the 100m world record race

Task 3

Write out all the fitness tests in your book and without looking match up each component of fitness to the tests

Task 2

Answer the following questions:

- 1) When would a basketballer need agility in a match?
- 2) Why would a 100m sprinter need good reaction time?
- 3) True or False. Cardiovascular endurance is essential for long distance cyclists.

PERFECT
PRACTICE
MAKES
PERFECT



SCAN ME

Learning to Learn



SCAN ME

The 'Listen' Project #1