



Minsthorpe Community College

Knowledge Organiser Year 9 – Spring Term 2

Name:

P&A group:

Knowledge Assessment: Tuesday 24th March 2026 – Period 2

Vision

Minsthorpe Community College: A place where everyone plays a part in strengthening our learning community through **motivation, commitment and care.**

Motivation ♦ Commitment ♦ Care



Look

**Look at the information carefully.
Read it three times.**
It may help to **say** it as you read it.



Cover

Cover it with your hand or a piece of paper.



Write

Write it out from memory.



Check

**Check what you have written matches the information exactly.
Have you got it correct?
If so, tick your work to show it is correct.**



Correct

**If it doesn't match exactly, use a different coloured pen to correct it.
Repeat.**
When you get it 100% correct, move on to the **next** piece of information.





Subject: English	KPOW: Comparison of Protest Nonfiction	Year 9: Spring Term 2
Week 1 & 2: Non Fiction Genre and Viewpoint	Week 3 & 4: Protest through Rhetoric	Week 5: Comparing Writers' Viewpoints
<p>What is meant by the Non Fiction genre?</p> <p>Writing that is about real events and facts, rather than stories that have been invented.</p> <p>Examples of texts that fall into this genre are:</p> <ul style="list-style-type: none"> • Biographies • Diaries • Letters • Reports • Essays • Newspapers • Magazines • Reviews • Advertisements • Opinion pieces <p>Open Letter- An open letter is a message intended for a specific person or group, but made public for anyone to read, to address an issue, explain a viewpoint, or rally a call to action.</p> <p>Speech- a formal address or discourse delivered to an audience.</p> <p>Opinion article- an article, usually published in a newspaper or magazine, that mainly reflects the author's opinion about a subject.</p> <p>CON: Key Political Figures relating to Protest</p> <p>Tony Blair- a British Labour politician who served as Prime Minister of the United Kingdom from 1997 to 2007.</p> <p>September 11th 2001- the date on which a coordinated terrorist attack saw four hijacked planes fly into American landmarks, killing over 3000 people.</p> <p>Mahatma Gandhi- (1869- 1948) a major political and spiritual leader of India who led the country in several peaceful protests, during its struggle for independence.</p>  <p>Greta Thunberg: a Swedish environmental activist known for challenging world leaders to take immediate action on climate change.</p> 	<p>Rhetorical Devices- used to persuade an audience.</p> <ul style="list-style-type: none"> • Rhetorical Question: asked in order to create a dramatic effect or to make a point rather than to get an answer. <i>e.g. When will we play our part?</i> • Repetition: using the same word or phrase over and over again in a piece of writing or speech. <i>E.g. Love will always prevail. We have to trust in love.</i> • Anaphora: Repetition of a word or expression at the beginning of successive phrases, clauses, sentences, or verses, especially for rhetorical or poetic effect. <i>E.g. We cannot wait. We cannot delay. We cannot stand by.</i> • Emotive Language: words and phrases that evoke an emotional response in a reader or listener. <i>E.g. The suffering of innocent people cannot go on.</i> • Triple Emphasis/ Triplet: A triplet in English writing is any group of three. This might be three sentences, three lines of a poem or even three individual words <i>e.g. Our generation's task is to make these words, these rights, these values — real!</i> • Metaphor: A word or phrase, literally denoting one kind of object or idea, is used in place of another to suggest a likeness or analogy between them. <i>e.g. we must wage a war on knife crime.</i> • Statistics: Facts and figures used to prove an argument. <i>E.g. 7000 people were slaughtered.</i> • Hyperbole: exaggerated statements or claims not meant to be taken literally. <i>E.g. I would walk to the end of the earth to make this happen.</i> • Alliteration: The repetition of usually initial consonant sounds in two or more neighbouring words or syllables. <i>e.g., wild and woolly, threatening throngs</i> 	<p>COM- Comparison means to identify similarities and / or differences between ideas and/ or methods used by the writer.</p> <p>Vocabulary to express a writer's viewpoint:</p> <p>Negative Opinions:</p> <ul style="list-style-type: none"> • To be critical of something (adjective)- expressing disapproving comments or judgements about something. • To be disillusioned by something (adjective)- disappointed in someone or something that one discovers to be less good than one had believed. • To show defiance (noun) of something- open resistance, bold disobedience. • To denounce (verb)- to public declare something to be wrong or evil. • To condemn (verb)- express complete disapproval of something. <p>Positive Opinions:</p> <ul style="list-style-type: none"> • To celebrate something (verb)- to honour or praise something publicly. • To promote (verb)- to support or actively encourage (a cause, venture, etc.)- further the progress of. • To advocate (verb)- to publicly support or suggest an idea, development, or way of doing something: • To support (verb)- be actively interested in and concerned for the success of (a particular sports team). • To appreciate (verb)—to recognise the full worth of something. • To glorify (verb)- describe or represent as admirable, especially unjustifiably.





Subject: Maths

Week 1 & 2: Assessments and Presentations.

What a good presentation looks like?

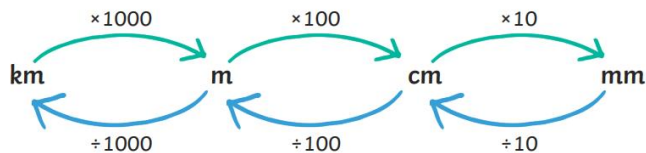
Presentational Talk				
Physical 	Voice		Body Language	
	<ul style="list-style-type: none"> Voice projection Pronounce words with clarity Pace and tonal variation 		<ul style="list-style-type: none"> Gesture and posture Facial expression and eye contact 	
Linguistic 	Vocabulary	Language	Rhetorical techniques	
	<ul style="list-style-type: none"> Appropriate vocabulary choice 	<ul style="list-style-type: none"> Speak in full sentences Standard English 	<ul style="list-style-type: none"> Metaphor, humour and irony 	
Cognitive 	Content	Structure	Clarifying	Self-regulation
	<ul style="list-style-type: none"> Choice of content Build on the views of others 	<ul style="list-style-type: none"> Structure and organisation 	<ul style="list-style-type: none"> Asking questions Summarising 	<ul style="list-style-type: none"> Maintaining on task Time management
Social 	Working with others	Listen & respond	Confidence in speaking	Audience awareness
	<ul style="list-style-type: none"> Guiding or managing interactions Turn taking 	<ul style="list-style-type: none"> Listening actively and responding appropriately. 	<ul style="list-style-type: none"> Self-assurance Liveliness and flair 	<ul style="list-style-type: none"> Taking into account the level of understanding of the audience.

We will be focussing on your volume and eye contact during your presentation as well as your mathematical method.

Week 3: Measures

Converting Metric Measures.

We can use our knowledge of multiplying and dividing by 10 to convert metric units such as:



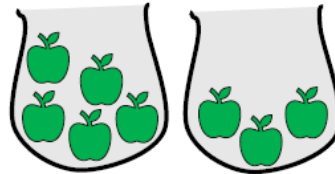
We can convert between metric and imperial measures using a ratio table to help us.

Miles	Km
3	5
7.5	12.5
	$\times \frac{5}{3}$

KPOW: Similarity

Week 4: Ratio Review

We can describe the relationship between two quantities using a ratio notation.



For example The ratio of apples in bag 1 to bag 2 is 5 : 3. This means for every 5 apples there are in bag 1 there are 3 in bag 2.

Equivalent ratios



The ratio of blue to red is 1 : 2. The ratio of blue to red must be maintained, so if we continue to pattern, we can see that 2 : 4 is equivalent. 2 : 4



Dividing into a ratio

To share a quantity into a ratio you must use a bar model.

Share £15 into the ratio 3 : 2.

15 shared equally between 5 parts is 3. The ratio is 9 : 6.

3	3	3	= 9
3	3		= 6

Year 9: Spring Term 2

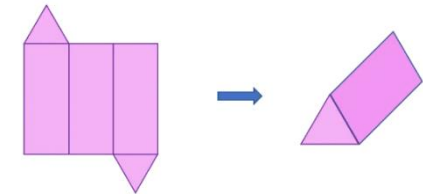
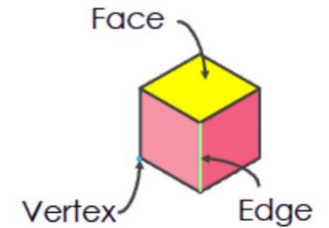
Week 5: Key Words

Face: Any of the individual flat surfaces of a solid subject.

Edge: The line where two faces meet.

Vertex (Plural: Vertices): The point where two or more edges meet.

Net: A pattern you can cut and fold to build a 3D shape.



Net of a triangular prism

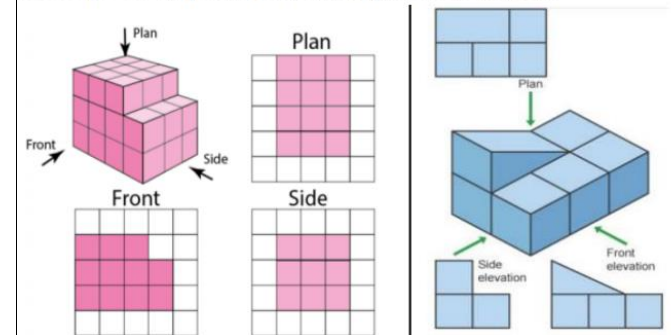
Triangular prism

Plan: The view of a 3D shape from above.

Front Elevation: The view of a 3D shape from the front.

Side Elevation: The view of a 3D shape from the side.

Examples Key concept: Drawing plans and elevations





Subject: Science -Physics

Assessment: Week 5

Year 9: Spring Term 2

Week 1: Energy resources

Keyword definitions

Fuel – A fuel is a substance that stores and can release energy.

Fossil fuels – Coal, oil and natural gas are the fossil fuels that can be burnt to release thermal energy.



Although burning fossil fuels is **reliable**, it also releases harmful gasses into the environment that contribute towards **global warming** and **acid rain**. They are also **non-renewable**

which means they will eventually run out.



Nuclear energy does not contribute towards global warming, but it does produce very **dangerous nuclear waste**.

Week 2: Mains electricity

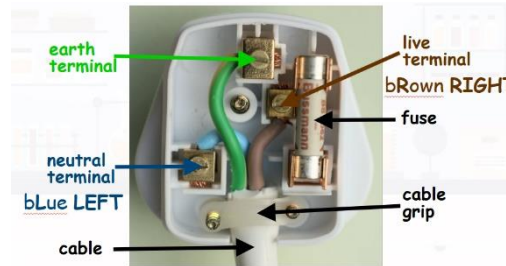
Keyword definitions

Mains electricity – The electricity delivered to homes and other buildings.

D.C. – Direct current is the flow of electricity in only one direction around a circuit.

A.C. – Alternating current, the current repeatedly reverses direction (50 times per second in the UK).

This is how a UK plug is wired.



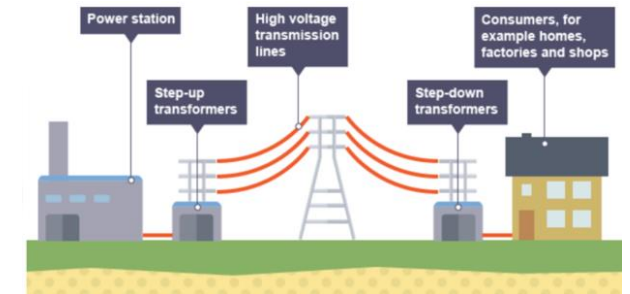
Week 3: National Grid

Keyword definitions

National Grid - A series of cables, pylons and transformers that take electricity from power stations to homes and other buildings.

Power Station – A large facility that generates electricity from fossil fuels or nuclear material.

The diagram below shows how electricity reaches our homes.



Week 4: Power and energy

F ormula
I nsert values
F ine-tune
A nswer

Keyword definitions

Power – The rate of energy transfer, it is measured in **Watts**.

Energy transferred = Power x Time
 $E = P \times t$

Energy: (J); Power (W); Time (s)

This is the equation for Power, when we set out equations, we use the FIFA approach. It allows you to gain full marks every time.

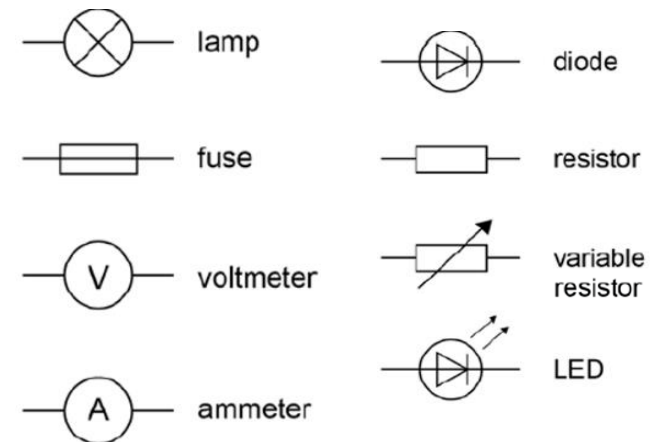
Week 5: Basics of electricity

Keyword definitions

Current – The rate of flow of electrical charge.

An **Electrical Circuit** is a series of components that are connected together by electrical wires.

Circuit components are represented by symbols, like the ones here..





Subject: Science -Biology & Chemistry

Assessment: Week 5

Year 9: Spring Term 2

Week 1: Plant Organisation

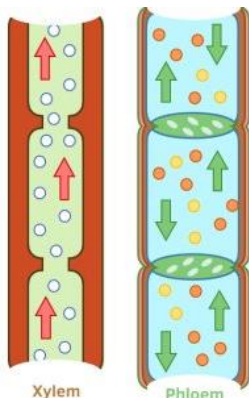
Keyword definitions

Xylem – A straw-like structure made of dead cells. It takes water up the plant.

Phloem – A series of elongated cells connected by porous walls. Takes food both up and down the plant.

In the leaf, water **evaporates** through the **stomata**, this pulls water in from the soil through the roots, then all the way up the plant through the **xylem**.

This process is called **transpiration**, and it occurs naturally in plants.



Week 2: Plant Processes

Keyword definitions

Anaerobic – A process which occurs without oxygen.
Fermentation – A specific type of anaerobic respiration which occurs in yeast.



Fermentation produces carbon dioxide as well as ethanol (alcohol), both have many uses in the food industry.

Ethanol is used in the production of **alcoholic** drinks such as beer and wine. Bubbles of **carbon dioxide** released by yeast when **baking** bread make the dough less dense by increasing its volume.

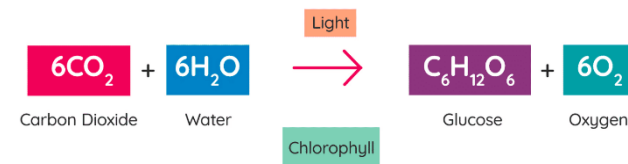


Week 3: Photosynthesis

Keyword definitions

Endothermic – A chemical reaction that takes in energy from its surroundings.

Photosynthesis – An **endothermic** reaction in which light energy from the sun is used by plants to make food (glucose).



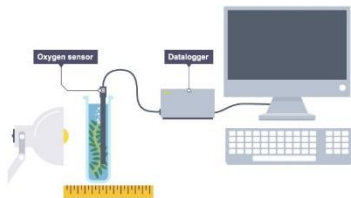
The **glucose** molecules produced during photosynthesis can be **stored** (as starch, fats/oils, or sucrose) or **used** (for respiration, or to make cellulose and amino acids).

Week 4: Investigating Photosynthesis

Keyword definitions:

Rate – How **fast** a chemical reaction takes place over a given time.

To **investigate** the rate of photosynthesis, an **LED** lamp can be placed at **different distances** from pondweed in a boiling tube. For each distance, monitor the amount of **oxygen** produced in a given time (this can be done by counting **bubbles**, using a **syringe**, or using an oxygen **sensor**).

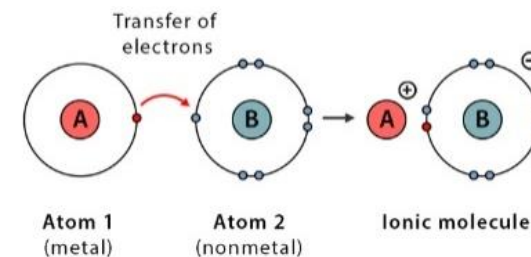


Week 5: Ionic Bonding

Keyword definitions:

Ionic Bond – A bond formed when an electron is transferred from one atom to another, forming a **negative** ion and a **positive** ion which are attracted to each other.
Stable – Atoms with **full** electron shells are stable, which means they do not need to lose or gain any more electrons.

Ionic bonding happens between **metals** (which form **positive** ions) and **non-metals** (which form **negative** ions).





Subject: French	KPOW: Free Time Activities	Year 9: Spring Term 2
Week 1: Leisure activities	Week 2: Past tense activities	Week 3: Positive and negative vocabulary
<p>aller au cinéma [to go to the cinema] aller en ville [to go into town] courir [to run] danser [to dance] écouter de la musique [to listen to music] faire de la danse [to do dancing] faire de la natation [to do swimming] faire des courses [to do/go shopping] faire du vélo [to go biking/cycling] faire une promenade [to do a walk] jouer à des jeux vidéo [to play on video games] jouer aux échecs [to play chess] jouer aux cartes [to play cards] lire un livre [to read a book] regarder des vidéos [to watch videos] regarder les actualités [to watch the news]</p>	<p>j'ai acheté un cadeau [I bought a present] j'ai couru [I ran] j'ai écouté de la musique [I listened to music] j'ai fait des courses [I did/went shopping] j'ai fait un gâteau [I did/made a cake] j'ai fait une promenade [I did a walk] j'ai lu un livre [I read a book] j'ai pris le bus [I took/caught the bus] j'ai reçu un cadeau [I received a present] j'ai retrouvé mes copains [I met up with friends] j'ai ri [I laughed] j'ai téléchargé de la musique [I downloaded music] je suis allé en ville [I went into town] j'étais fatigué [I was tired] j'étais malade [I was ill] c'était [it was]</p>	<p>j'aime beaucoup [I really like] je m'intéresse [I'm interested] j'adore [I love] divertissant [entertaining] génial [great] passionnant [exciting] reposant [relaxing] barbant [boring] déprimant [depressing] difficile [difficult] ennuyeux [boring] fatigant [tiring] je ne supporte pas [I can't stand] je n'aime pas [I don't like] mais [but] cependant [however]</p>
Week 4: Time phrases	Week 5: Revision weeks 1 - 4	
<p>pendant mon temps libre [during my free time] parfois [sometimes] le matin [in the morning] l'après-midi [in the afternoon] après [after] avant de [before] le soir [in the evening]</p> <p>hier [yesterday] le weekend dernier [last weekend] la semaine dernière [last week] ce weekend [this week] le weekend prochain [next weekend] à l'avenir [in the future] dans le futur [in the future]</p>	<p>Revise the words you have found most difficult to learn from weeks 1 – 4.</p>	





Subject: Geography

Week 1: KPOW - Resource Management

Here are the keywords from the Resource Management topic:

KPOW

- **Resource** – a stock or supply of something which has value.
 - **Aquifer** – an underground store of fresh water in permeable rock.
 - **Food security** – having reliable access to enough food.
 - **Anthropogenic** – caused or influenced by people.
 - **Renewables** – resources that can be used repeatedly and replaced naturally.
- Extinction – when a species no longer exists.

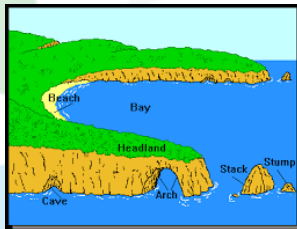


Week 4: Landforms of Erosion

Rocks erode at different rates depending on how resistant they are to the processes of erosion.

Headlands & Bays

When waves erode less resistant (soft) rock the coastline goes inland, creating a bay. When resistant rock (hard) is left sticking out into the sea it creates a headland.



Headlands then erode over time in a sequence:

- Cracks get eroded into caves.
- Caves erode through the headland and become an arch.
- The roof of the arch will eventually collapse and create a stack.

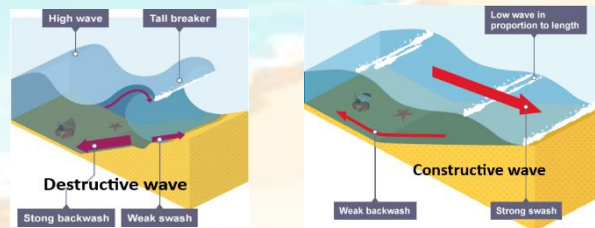
Stacks can then collapse to create a stump.

KPOW: Coasts

Week 2: What is a Coast?

Waves begin in deep ocean and are formed by the transfer of energy between the wind and the ocean surface. Wave strength is controlled by wind speed, prevailing wind (most common wind direction), and fetch.

When waves break on the beach the material is moved up the beach by swash and back to the sea by backwash. There are 2 types of wave:



Week 5: Landforms of Deposition

Spit formation – sequence

1. The prevailing wind blows the waves at an angle to the coastline.
2. Longshore drift moves the sediment along the coastline.
3. When the coastline changes direction, the sediment continues to be deposited out into the sea.
4. A hooked end may form due to changes in wind direction
5. A saltmarsh is formed in the sheltered area behind the spit.

Spits can create 2 other landforms:

- Bar
- Tombolo



Year 9: Spring Term 2

Week 3: Coastal Processes

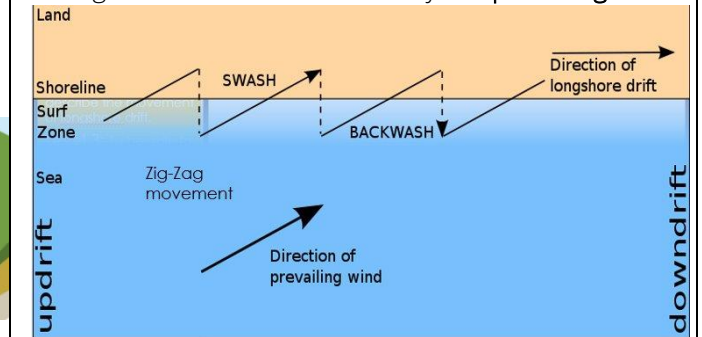
Coasts are shaped by three main processes:

1. **Erosion** is when land is worn away by the waves. There are 4 types of erosion:
 - Hydraulic action – force
 - Abrasion – sandpaper/friction
 - Attrition – collisions
 - Solution – dissolving
2. **Transportation** is when sediment (sand and rocks) is moved by the waves.
 - Traction - rolled
 - Saltation - bounced
 - Suspension – carried
 - Solution - dissolved
3. **Deposition** is when the waves lose energy and drop what they are carrying.



Longshore Drift

This process moves sediment along the coastline. The waves approach the coast at an angle. Swash carries sediment up the beach at an angle. Backwash then carries sediment down the beach with gravity – at right angles to the beach. This creates a zig-zag movement of sediment along the beach. The direction of longshore drift is determined by the prevailing wind.





Subject: History

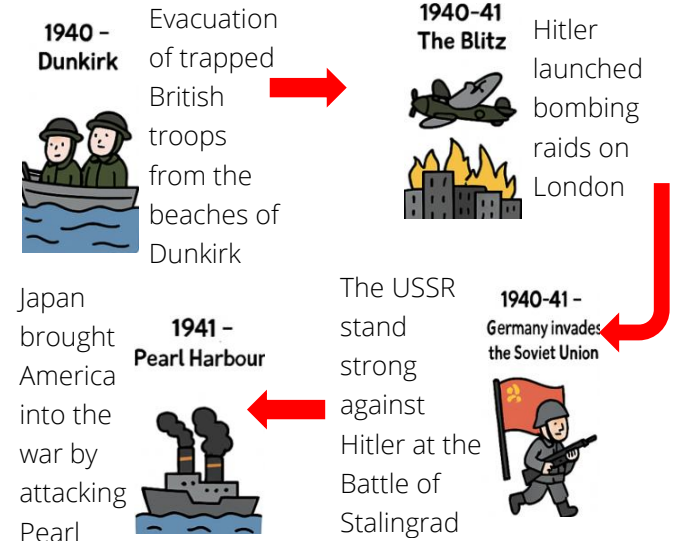
Week 1 & Week 2: Causes of WW2 and Key Events

 Hitler continually **broke the rules of the Treaty of Versailles** by building up the **army** and uniting with **Austria ('Anschluss')**. He also expanded his territory into parts of **Czechoslovakia**. Some say war broke out because politicians had tried to **appease** (keep happy) Hitler too much to **avoid another war**. In addition, Hitler agreed with the USSR he would invade Poland without causing a Russian reaction (**Nazi-Soviet Pact**).



The German invasion of **Poland** was the **final straw** for the British.

Overview of Key Events during the start of WWII:
September 1939, Germany invaded **Poland** and then then attacked **Europe** using **blitzkrieg** tactics (lightening war).



KPOW: The Bombing of Dresden

Week 3: The Battle of Britain

BATTLE of BRITAIN:

In July 1940, the Germans planned an **invasion of Britain (Operation Sealion)** beginning with the destruction of the **RAF**. The German air force (**Luftwaffe**) had far more planes than the RAF but the British planes (**Hurricane and Spitfire**) were superior in design. The British also had brand-new **radar technology** to detect and intercept enemy planes early. By mid - September we had 'no reserve planes'. However, Hitler **switched his plans** to target London in **huge nighttime bombing raids (The Blitz)**. Britain remained undefeated.

Week 4: War in the Pacific and Asia

7 December 1941 = 183 **Japanese aircraft** attacked **US** battle ships in **Pearl Harbor**. This forced America to join the war. They sank or damaged **18 American warships** and went on to take over much of South-east Asia, (**The New Order** empire). The Japanese **failed to take over Australia** in a disastrous **Kokoda Track Campaign** (Papua New Guinea) which **ended Japanese expansion**. The Japanese '**Burma Campaign**' in Asia aimed to **stop British supplies** reaching China from India. The Burmese fought using **guerilla tactics** and slowed the advance. Indian troops forced the Japanese to retreat at **Assam and Kohima**.

Year 9: Spring Term 2

Week 5: How did the War end?

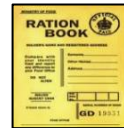
D-Day:
On the 6th June 1944 the world saw the beginning of the Allied invasion of France to fight against the Nazis.

It included:
1st wave = nighttime **paratroopers** landing behind enemy lines. 2nd wave = **bombing** of German defences. 3rd wave = **6,000 ships carrying troops**, weapons, tanks approached the beaches of Normandy.



August 1944 = northern **France** was liberated. **The Bombing of Dresden** (February 1945) - 2690 tons of **incendiary bombs** were dropped on the German city of **Dresden**. It is thought that around **25,000 civilians** burned to death.

The Home Front
Britain was experiencing '**total war**' which meant that civilian life was also geared towards winning the war. The **Home Guard** prepared Britain for bombing, food was **rationed**, children were **evacuated**.



The End of World War Two:
7th May 1945 = **Germany** officially **surrendered** leading to **Victory in Europe Day (8th May)**. The nation **partied**, including the Royal family!

14th August 1945 = **Victory over Japan** was achieved after America dropped two atomic weapons on the Japanese cities of **Hiroshima and Nagasaki**. The war was over.





Subject: DT - Food

Week 1 & Week 2: Health and Safety and recipes

Skills, terms and health in Food

A HAZARD in a kitchen is something that could cause illness or injury.



Plan to make deep fried chicken nuggets and chips:

1. Cut chicken and coat in flour, egg and breadcrumb.
2. Place in hot oil to cook.
3. Chop potatoes into chip shapes and fry in same oil.

Deep Fat Frying – Complex Skill

Enrobing= coating an ingredient in another: E.g.- coating the chicken in flour, egg then crumbs.

Plan to make sausage rolls:

1. Lay out pastry and place meat in 2 rows on the long side.
2. Cut in half and fold over.
3. Cut into pieces and glaze with an egg then bake.
4. Baking- Medium Skill

Glazing = brushing an egg wash onto the outside of a product: E.g.- covering pastry in egg to bake.

KPOW: Skills in Practical

Week 3 & Week 4: Hospitality Theory

Type of provider	Definition	Examples
ACCOMODATION	Somewhere that you can stay overnight.	Hotels, Bed and Breakfasts (B&Bs), hostels, holiday parks, campsites, cruise ships.
RESTAURANTS and BARS	A place that you would go to eat and/or drink.	Pubs, nightclubs, casinos, restaurants, cafes, tearooms, coffee shops, fast food outlets.
TRAVEL and TOURISM	Anything that allows people to travel to another destination away from their home (e.g. for holidays)	Airlines, leisure centres, travel agents, train services, bus services, taxis/Uber

The Kitchen Brigade

Head chef/executive chef- in charge

Sous chef- second in charge

Chef de partie (section chefs)- responsible for specific items

Commis chef- trainee chef

Plongeur (dishwasher)- cleans up and washes pots

Commercial vs Non-Commercial

Commercial establishments are there to make a profit: examples include- restaurants, fast food outlets, hotels, guest houses.

Non-commercial establishments do not make a profit- examples include- hospitals, prisons, armed forces barracks, council run care homes.

Types Of Food Service

- **Cafeteria:** customers line up and are served ready made food from a selection.
- **Buffet:** customers pay and can select as much food as they want.
- **Fast Food:** quick turnaround from ordering to receiving- typically unhealthy and convenient.
- **Waited On:** waiters bring food to the table.
- **Silver Service:** served to a large amount of guests from silverware.

Year 9: Spring Term 2

Week 5: Recipes

Plan to make a cheesecake



1. In a bowl, add biscuits and smash up then add melted butter to pack together and add to tin.
2. Add cream cheese, cream, icing and vanilla and whisk together and add to top of biscuits- leave to set and decorate.

Whisking = Complex Skill: E.g- using an electric whisk to combine ingredients together.

Plan to make curry and naan bread:

1. Cut chicken up and fry with onions and garlic and then add curry powder and chilli and cream- leave to simmer.
2. In a bowl, add all dry ingredients with water and yoghurt and mix until it forms a dough.
3. Split into pieces, roll out and dry fry.



Dovetailing = Complex Skill: E.g.- making multiple products at one time.





Subject: DT – Product Design

Week 1 & Week 2

Non-renewable: Resources that will run out one day.
Renewable: Resources that can replace themselves and can be used again and again.
Sustainable: Not being harmful to the environment or using up natural resources.

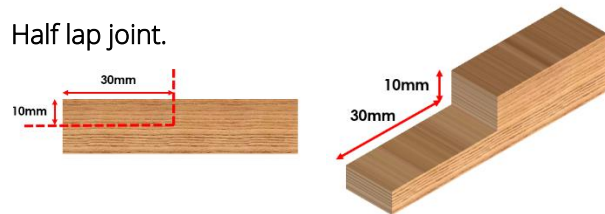
Renewable energy generation

Solar: Generating energy using sunlight.
Wind: Energy created when wind turns a turbine.
Hydroelectricity: Kinetic energy is generated from moving water.
Biomass: Burning waste.
Wave: Using the movement of the sea's tides to generate kinetic energy.
Geothermal: Energy generated using the heat from the earth's core.

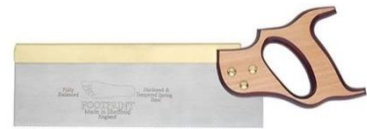
Non-renewable energy generation

Burning coal, gas or oil to generate energy.
Nuclear – Using uranium to perform nuclear fission.

Half lap joint.



Tenon saw.



Cutting straight lines

Try square.



Marking out 90°

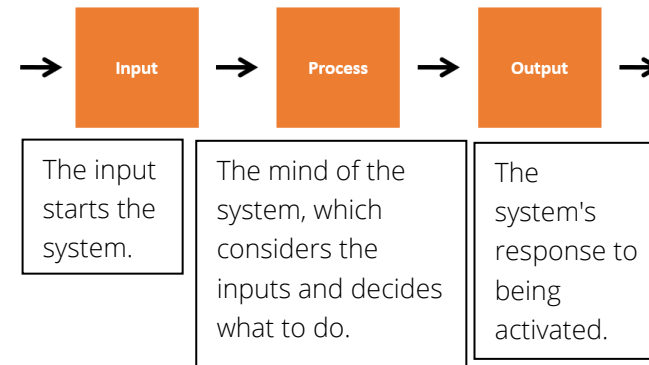
KPOW: Make & Test

Week 3 & Week 4

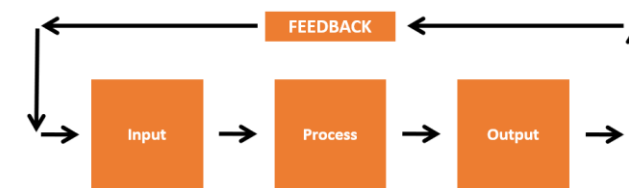
What is an electronic system?

A collection of parts that is made up around three building blocks.

Open Loop System

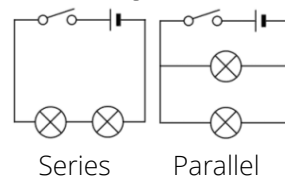


Closed Loop System



Feedback in a system is a way of changing the process because of what happens at the output.

Circuit diagrams



Series Parallel

A micro controller is a compact circuit designed to control a specific operation in a system.



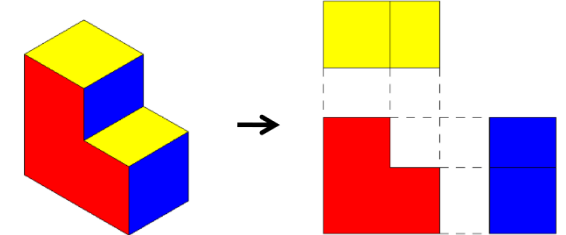
Year 9: Spring Term 2

Week 5

Manufacturing Plan

DESCRIPTION OF PROCESS	TOOLS USED	PPE USED	SELF ASSESSMENT
Description of the processes you have completed to complete your product.	The tools you have used for each of the processes including the PPE required.		

Orthographic Projection



PPE: Personal Protection Equipment

Orthographic projection is a means of representing three-dimensional objects in two dimensions.

Evaluation

A written evaluation is completed at the end of a project; this is where you judge the success of your final product. Designers analyse suitability for target market, aesthetics, function, environmental impact and more. From the findings, the designer can suggest improvements and modifications. This forms part of the iterative design process.

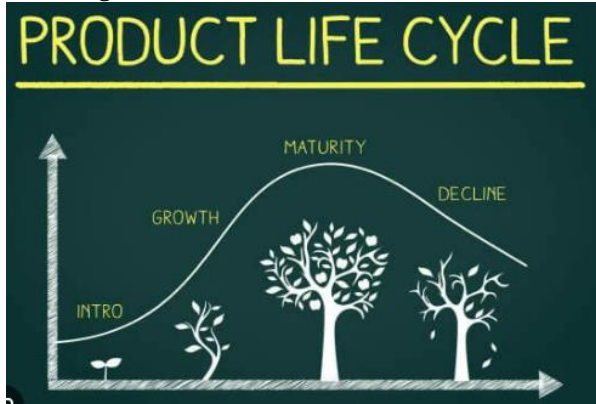




Subject: DT - Textiles

Week 1 & Week 2

Product Life Cycle – describes the stages a product's sales go through from introduction to the market until it is no longer manufactured.



Introduction: product placed onto market, sales slow at first, little profit.

Growth: advertising takes effect, sales rise, more profit being made.

Maturity: sales level off, market flooded.

Decline: sales drop off, reduced profits, stop making product, ready to launch new one.

Key Word = Obsolescence – process of becoming obsolete/outdated, no longer used or manufactured.

Planned Obsolescence = when companies plan limited life span for their products, so they need to be replaced.



1,000 hours



3 months



2-3 years

KPOW: Life Cycle

Week 3 & Week 4

Standards & The Law – Products have to be made to certain standards to be safe and suitable, the law protects consumers' rights.

Key word = Legislation – act or process of making or enacting law

British Standards Institute (BSI) – government select them to develop standards (agreed, repeatable way of doing something), companies then have to make products which meet these standards.

Setting standards and regulations in the world

	British standards Institute "Kite mark" this symbol means a product has passed some tests and regulations. It is awarded and owned by BSI
	This shows a product has met European standards.
	This is an international standard setting organisation. The BSI is a member

The Consumer Rights Act – covers:

Product Quality – Satisfactory quality / fit for purpose / match description.

Returning Goods – 30-day right to reject (RtR)

Repairs & Replacements – if outside of the 30-day, RtR, have to give retailers an opportunity to replace or repair.

Digital Content – digital content is defined as 'data which are produced and supplied in digital form.'

Delivery - Retailer is responsible for the goods until they are in your physical possession.



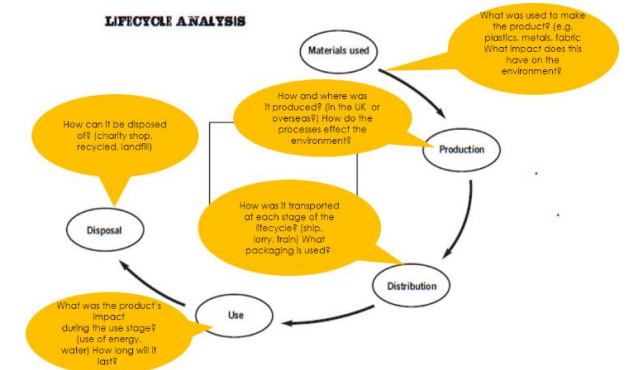
Consumer Rights Act 2015



Year 9: Spring Term 2

Week 5

Life Cycle Analysis (LCA)– Just like living things are born, get older and die, products follow a life cycle, and each stage can affect the environment differently. LCA looks at the environmental impact at each stage of a product's life. LCA of a cotton T-shirt =



Materials used: Cotton is a natural fibre grown mainly in America, China, and India. Requires lots of water, pesticides, and fertilisers to grow it. These can affect the health of the workers, wildlife, and countryside. **Organic Cotton** is grown without pesticides & chemical fertilisers.

Production: Preparing the cotton and dyeing it uses lots of water and chemicals which aren't always disposed of safely – dumped into rivers, kills wildlife. Mainly made in Bangladesh, China, India, and Turkey. Workers' rights and pay are unprotected in these countries.

Distribution: Ships, trains and trucks travelling around the world, fuel used – carbon footprint.

Use: Washing and drying artificially – uses energy.

Disposal: May give to charity, could go to landfill, or could be recycled i.e., used as a cloth etc.





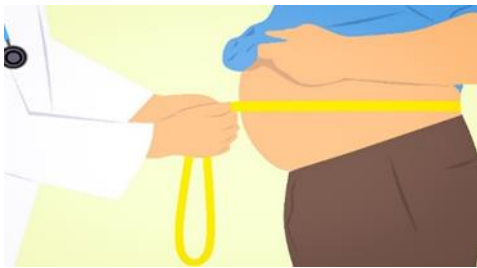
Subject: Core PE

Week 1 & Week 2: Obesity

Definition- Obesity is a term used to describe people who are very overfat. This is where the body fat has increased to a level which is seriously unhealthy.

How does exercise help with Obesity?

- Exercise will help you to lose excess body fat.
- This will help to increase mobility and flexibility.
- Reducing excess body fat will also relieve additional stress on bones and joints.
- This will reduce the risk of illnesses such as heart disease and type 2 diabetes.



KPOW: Key Words

Week 3 & Week 4: Efficient Heart & Lungs

Definition- Exercising regularly will make your heart and lungs healthier. This will reduce both your resting heart rate and breathing rate. This will lead to a reduced chance of heart or lung related illnesses.

How do efficient hearts and lungs help performers? - Athletes who exercise regularly will have more efficient hearts and lungs. This will mean they can get more oxygen to their working muscles to help them exercise for long periods of time without becoming tired.



Year 9: Spring Term 2

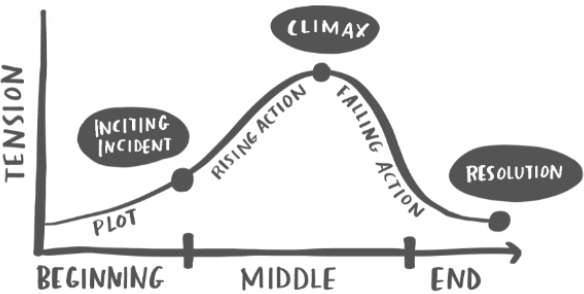
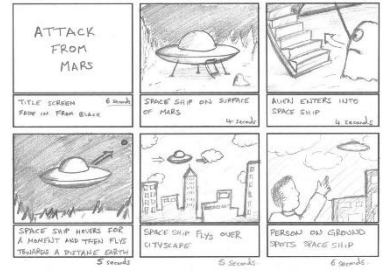
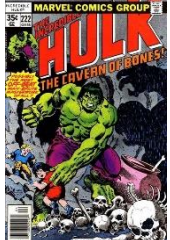



Week 5: Strong Bones & Muscles

Definition- Exercising regularly will lead to **muscular hypertrophy**. This is where your muscles increase in size. Exercise will also help to keep bones strong, reducing the risk of bone diseases such as osteoporosis.

How do strong bones / muscles help performers? Athletes who exercise regularly will have stronger muscles and bones, therefore will be less likely to become injured.





Subject: Computing & Digital Media	KPOW: Digital Graphics	Year 9: Spring Term 2
Week 1 & Week 2	Week 3 & Week 4	Week 5
<p>Keywords: Story Arc: A term used to describe the path a story will take. Storylines: A plot of a book, play or film.</p>	<p>Keywords: Storyboard: A planning document used to plan out a comic, TV program, film or computer game.</p>	<p>Keywords: Panel: An individual frame or single drawing in the sequence of a comic strip. Convention: A way in which something is usually done e.g., laying a panel out so it reads left to right, top to bottom.</p>
<p>A story arc is a graphical representation of the key points in a storyline plotted using an x and y axis. This breaks the storyline down and shows:</p> <ul style="list-style-type: none"> Start – this is where the scene is set; the characters are introduced, and the main theme of the story begins. Middle – this is where the action in the story starts to increase as the storyline moves forward. Towards the end of the middle section, you will usually have the climax. End – this usually follows the climax of the story and shows a slowdown in the action as the story leads to the resolution. 	<p>Before a final product is created, a storyboard will be produced. These give a visual representation of what the final product will look like. They show everything in the order that it is supposed to happen. This means that everyone working on the product knows what should happen and when. A storyboard will include:</p> <ul style="list-style-type: none"> Name – the title of the project. Version number – so you know your working with the most up to date information. Scene numbers – so you can follow the order of the panels. Camera shots, camera angles and movement. Transitions between scenes. E.g. fade. Stage direction. This includes the movement of the actors, <p>This works with the script, which tells the actors and narrator what to say and when, but this needs to be put together with a storyboard and this brings the scene to life.</p> 	<p>A comic book is a magazine that presents a serialised story in the form of a comic strip. It will usually feature a recurring character like a superhero.</p>  <p>Comic books are usually separated into panels. Panels can vary in sizes depending on what part of the story you want to show.</p> <p>Focal Point  The place in the panel where the creator wants the reader's eye to focus.</p> <p>Onomatopoeia A word that sounds like what it represents, such as crash or bang!</p>  <p>Speech bubbles Usually a square or circle shape pointing to a character's mouth showing their dialogue in the comic.</p> 





Subject: Music

Week 1 & Week 2: New Romantics (1980s)

New Romantics:

A genre of music that originated during the early 1980s. The genre heavily relied on synthesizers, which were used to create atmospheric soundscapes.



Flamboyant and Theatrical:

New Romantics were known for their fashion, which included makeup, frilly shirts, and flamboyant (attracts attention) hairstyles.



Culture Club:

Notable Songs: "Do You Really Want to Hurt Me," "Karma Chameleon"

Features: Fronted by Boy George, the band combined soul, reggae, and pop influences with a colourful and androgynous (partly male and partly female appearance) visual presentation.



KPOW: 60s and 70s

Week 3 & Week 4: Britpop (1990s)

Britpop is a Music culture movement that emphasized Britishness.

Britpop was formed in the mid 90s & is a British-based music culture movement.



The Big four: The most successful bands linked with Britpop were Oasis, Blur, Suede and Pulp which are known as the 'Big Four'.



Distinctive Vocal Styles: Vocalists in Britpop bands often have clear, recognizable voices and frequently sing in their natural British accents, which helps emphasize the British cultural and regional identity in their music.

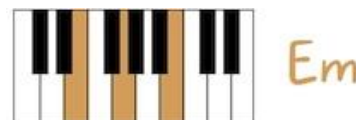
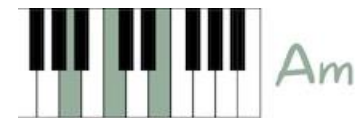
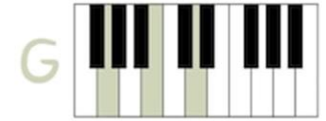


Year 9: Spring Term 2

Week 5: Assessment

Major

Chords






Minor
Chords







Subject: Drama	KPOW: Documentary Theatre	Year 9: Spring Term 2
<p>Week 1 & Week 2: Documentary theatre</p>	<p>Week 3 & Week 4: Using interviews to devise</p>	<p>Week 5: Applying skills to a performance</p>
<p>Documentary theatre: Documentary theatre is often linked with verbatim theatre as it is based on real events. To create a script, the playwright uses pre-existing real life source material such as:</p> <ul style="list-style-type: none"> • Interviews • Transcripts • Official documents • Letters • News reports  <p>Key features of documentary theatre: Authenticity – By using interviews and published material it aims to present events and views truthfully.</p> <p>Political and social engagement – It tackles topical and social events to engage audiences, covering topics like injustice, racism, corruption and radicalisation.</p> <p>Keywords: Documentary theatre A genre of performance that uses real-life events as its source material.</p>	<p>Interviews: Interviews play an important role in the creation of verbatim and documentary theatre. To make the most of the interview process you need to craft the questions carefully. Questions should be.</p> <ul style="list-style-type: none"> • Open ended – requiring the interviewee to expand on their response instead of just providing a one-word answer. • Experience based – Starting with “tell me about” or “what happened when?” • How and why – beginning with “how did you feel?” or “why did you?” • Follow on questions – such as “Tell me more about” and “what did you mean by?” or “what happened next?”  <p>Devising documentary/verbatim theatre: The devising process for documentary and verbatim theatre begins with researching and deciding on a specific theme or story to focus on, and then creating a series of interview questions, before conducting interviews with a broad range of subjects.</p> <p>Keyword: Interview A form of structured conversation where one participant asks questions and the other provides answers.</p>	<p>Staging: The staging of a play is an integral part to visually support the storytelling and help the audience understand what they see on stage. It represents the final stages of the performance before it is seen by an audience. Staging incorporates:</p> <ul style="list-style-type: none"> • Blocking • Set design • Lighting • Costumes <p>Collaboration: Collaboration is major component when creating theatre as it involves the sharing of ideas when devising and generates results greater than one person could create, through the sharing of multiple opinions and viewpoints.</p>  <p>Rehearsal: Rehearsal is important because it helps performers develop confidence, polish their skills, and ensure smooth transitions during a performance. It allows for fine-tuning of the piece, tackling challenges, and refining the overall quality. Without rehearsal, performers are unprepared, which leads to nervousness and the potential for errors.</p> <p>Keyword: Rehearsal A practise in preparation for a performance.</p>





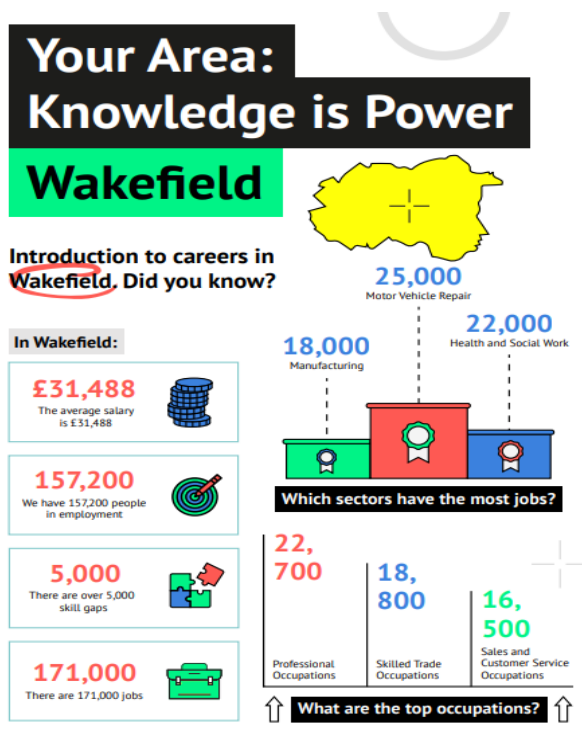
Subject: Learning 4 Life

Week 1 & Week 2: Labour Market Information

LMI is data about the job market and economy:

- job availability.
- employment trends.
- skills demand.
- salary ranges.
- educational requirements.
- graduate destinations.
- average starting salaries.
- recruitment patterns.

Wakefield Labour Market Information



Week 3 & Week 4: Apprenticeships

An apprenticeship is earning whilst learning. There are over 600 different apprenticeships available.

As an apprentice you will:

- earn a wage and get holiday pay.
- work alongside experienced staff.
- gain job-specific skills.
- get time for training and study related to your role.

Some of the skills you will develop as an apprentice.



Pay

Age 16 – 18 years of age: £6.40 per hour.

Age 19+ and in your first year: £8.60 per hour.

Age 19+ and completed your first year: £11.44 per hour.

There is no age limit on you becoming an apprentice, some people choose to go into this later in life, when they want to change careers, or want to upskill.

Year 9: Spring Term 2

Week 5: RE GCSE

Course info

- This is a two-year course.
- Two religions are studied: Christianity & Islam.
- You would sit a paper in both.
- The exams are 1hr 45mins each.



You would be taught by either Mrs Madarasz or Mrs Jackson who have taught RE GCSE at Minsthorpe for over 20 years.

You would study the following topics.

Christianity Paper	Islam Paper
Christian Beliefs 	Muslim Beliefs
Marriage & Family Life 	Crime & Punishment
Living the Christian Life 	Living the Muslim Life
Matters of Life & Death 	Peace & Conflict





Home Learning Schedule

Day	Subject to Learn	
Monday	English and Learning 4 Life	
Tuesday	Maths and Computing & Digital Media	Sparx Week B
Wednesday	Science	Educake Week A
Thursday	French, History and Geography	
Friday	Design Technology, PE & Creative	

Home Learning is set every **Monday** and will be submitted in **P&A Time** every **Monday**.

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Minsthorpe
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