



Minsthorpe Community College

Knowledge Organiser Year 9 – Summer Term 1

Name:

P&A group:

Knowledge Assessment: Wednesday 20th May 2025 – 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

Week 1 & Week 2: Context and Stave 1

What did Dickens want to expose about Victorian society?
• The lack of education for working class children, contributing to a vicious cycle of poverty.
• The exploitation of children and the high levels of infant mortality.
• The failure of the workhouses and the government to support the poorest in society.
• The ignorance and apathy of the rich towards the plight of the poor.
• The need for a more compassionate and charitable society.
• The importance of family and relationships for happiness and a harmonious society.
• How selfishness and greed for money corrupts the individual and society.

Scrooge in Stave 1

“secret and self-contained and solitary as an oyster”



Scrooge prefers to “edge his way along the crowded paths of life”.

Scrooge dismisses his invitation from his nephew, Fred, to Christmas dinner. Scrooge asks him: “What reason have you to be merry, you’re poor enough?”



The “portly gentlemen” (charity collectors) ask Scrooge to donate to the “poor and destitute” at Christmas. He replies: “I can’t afford to make idle people merry.” “If they would rather die, they had better do it and decrease the surplus population”.

Scrooge says to Bob that Christmas is a “poor excuse for picking a man’s pocket every twenty- fifth of December” because he has a day off.



Marley’s Ghost appears to Scrooge: “I wear the chain I forged in life. I made it link by link yard by yard.” “mankind was my business”



KPOW: A Christmas Carol

Week 3 & Week 4: Stave 2 and 3

Stave 2: The Ghost of Christmas Past takes Scrooge on a journey through his past:



- Scrooge as a boy “solitary child neglected by his friends”.
- Scrooge as an apprentice to Fezziwig, where “fuel was heaped upon the fire” and he realises: “the happiness he gives is quite as great as if it cost a fortune”.
- The end of his engagement to Belle: “our contract is an old one” “another idol has displaced me” “a golden one”.
- Scrooge watches Belle with her family in the more recent past and realised there “might have been a springtime in the haggard winter of his life” if he had had children.

Stave 3: The Ghost of Christmas Present



Cratchits represent the poor- “small pudding for a large family”.

Tiny Tim is described as “good as gold”.

Scrooge starts to care for Tiny Tim: “Spirit”, with an interest never felt before, “tell me will Tiny Tim live”.

The spirit warns that Tiny Tim will die if nothing changes: “I see a vacant seat and a crutch without an owner”.

The Spirit shows “Want and Ignorance”, hidden beneath the robe. The Spirit tells Scrooge: “They are Man’s”.

Year 9: Summer Term 1

Week 5 & Week 6: Stave 4

Stave 4: The Ghost of Christmas Yet to Come



The Ghost shows Scrooge the stark and bleak future that awaits him if he does not change.

The spirit shows Scrooge a body in a lonely room that is “unwatched, unwept, uncared for”. Dickens creates a huge contrast in the presentation of Tiny Tim’s death: “My little, little child!” cried Bob. “My little child!”



Scrooge realises it is his grave: “Tell me that I may sponge away the writing on that stone”.

Scrooge begs for the chance to redeem himself: “I am not the man I was”.

Key Vocabulary:

Oblivious: (adjective) not aware of or concerned about what is happening around one.

Plight: (noun) a dangerous, difficult, or otherwise unfortunate situation.

Impoverished: (adjective) (of a person or area) made poor.

Exploit (verb) make full use of and derive benefit from (a resource).





Subject: Maths

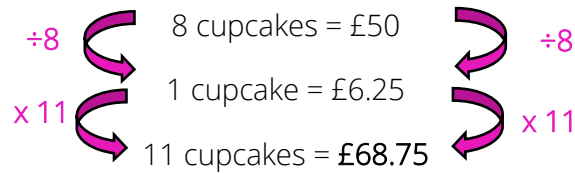
Week 1: Congruence

Unitary method

When it is not obvious what the constant of proportionality is, find the value of 1.

For example:

8 cupcakes cost £50. How much do 11 cupcakes cost?



Direct proportion is where one value **increases**, the other **increases**.

Inverse proportion is where one value **increases**, the other **decreases**.

Direct Proportion

$y \propto x$
 $y = kx$, for a constant k

Inverse Proportion

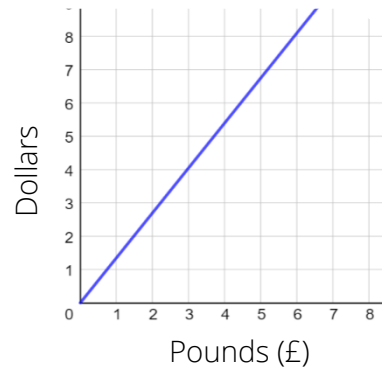
$y \propto \frac{1}{x}$
 $y = \frac{k}{x}$, for a constant k

KPOW: Reasoning with Proportion

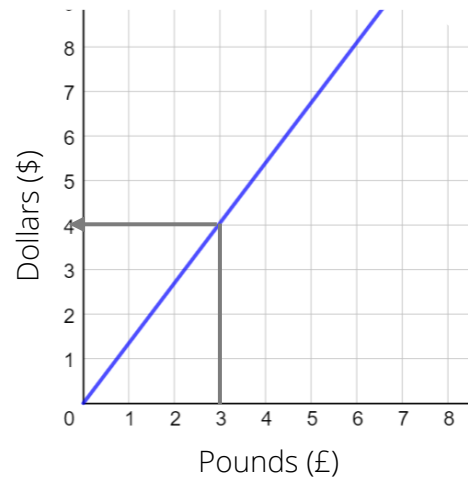
Week 2: Enlargement

Direct proportion graphs

If the relationship between two amounts is **directly proportional**, the graph will be a **straight line** and go through **(0,0)**. For example:



We can use this graph to help calculate the value of £3 in dollars:



Draw a **straight** line up from £3 to the graph and then a **straight** line across to read off £3 = \$4.

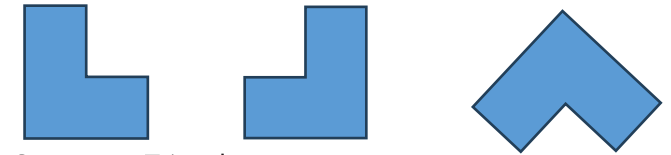
Year 9: Summer Term 1

Week 3: Similarity

Congruence

Shapes are congruent if they are **identical** all corresponding sides and angles are the same. Shapes can be rotated or reflected but still be congruent.

For example, these three shapes are congruent:



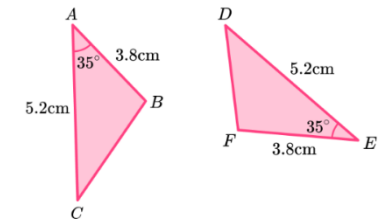
Congruent Triangles

Triangles are congruent if they satisfy any of the following conditions:

- Side-side-side (SSS): all three corresponding sides are the same length.
- Angle-side-angle (ASA): two angles and the side connecting them are all equal in both triangles.
- Side-angle-side (SAS): Two sides and the angle in between them are equal in both triangles.
- Right angle-hypotenuse-side (RHS): the triangles both have a right angle, the hypotenuse (the longest side of the triangle) and one other side are the same in each triangle.

Example

There two triangles are congruent because:
AC=DE
AB=EF
and angle CAB=DEF
and so satisfies the condition angle-side-angle (ASA)





Subject: Maths

KPOW: Reasoning with Proportion

Year 9: Summer Term 1

Week 4 Similarity & Enlargement

Week 5: Similarity & Enlargement

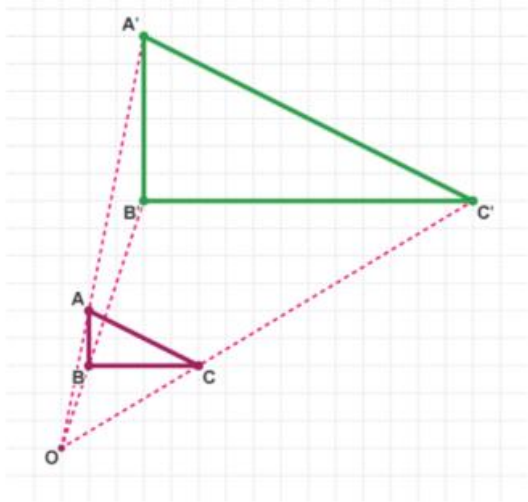
Week 6: Rates and Compound Measures

Enlargement

Enlarging a shape means to make it bigger or smaller using a given multiplier (scale factor).

To enlarge a shape, we need a scale factor and centre of enlargement.

For example triangle ABC has been enlarged by scale factor 3 about the centre of enlargement O



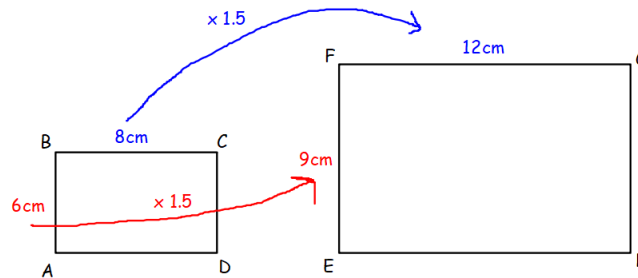
A scale factor <1 causes the shape to get smaller. A negative scale factor inverts the shape.

Similarity

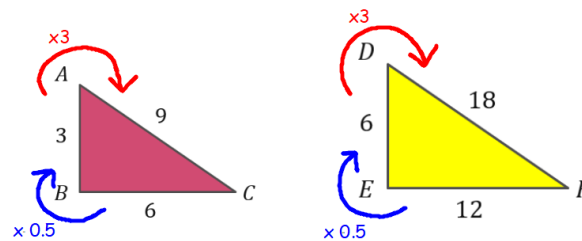
Shapes are similar if they are the same shape but a different size.

Scale Factor: Is the multiplicative relationship between corresponding shapes.

For example AB is corresponding to EF and BC is corresponding to FG. The scale factor between each pair of corresponding sides is 1.5.



Similar shapes are also in the same proportions. This is called the constant of proportionality (COP). For example



The COP between AB and AC is 3. This is the same as the COP between their corresponding sides DE and DF. Therefore, they are similar shapes.

Compound Measures

Compound measures are types of measures that involve two or more different units.

Examples of compound measure

Speed is a measure of distance travelled in a given time unit. As distance and time can't be measured in the same unit, speed is measured in a unit of length per a unit of time, for example metres per second(m/s)

We can use our knowledge of proportion to solve problems involving speed, distance and time.

For example:

I am travelling at 30mph how far can I travel in 6 hours?

Time (hours)	Distance (miles)
1	30
6	180

In 6 hours I would travel 180 miles.

Useful Formulae

Speed = distance ÷ time

Pressure = force ÷ area

Density = mass ÷ area





Subject: Physics

KPOW: Week 3 - 4

Year 9: Summer Term 1

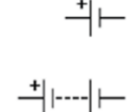

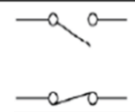



Week 1: Electricity – The Basics

Keyword definitions

Current – The rate of flow of electrical charge.

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

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

 Cell/battery: powers the circuit	 Fuse: melts if a current above a certain threshold passes through it
 Switch (open/closed): turns a circuit on/off	 Voltmeter: measures potential difference. Plugged in parallel
 Bulb/lamp: gives off light when current passes through it	 Ammeter: measures current. Plugged in series

Week 2: Investigating Resistance of a Wire

Keyword definitions

Resistance - Opposition to the flow of charge in a circuit- it is measured in Ohms (Ω).

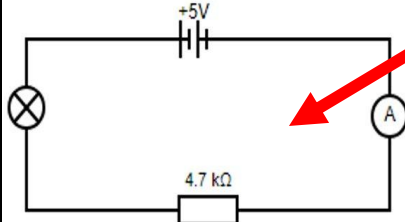
Potential Difference - The amount of energy transferred to each unit of charge that flows around a circuit.

Risk Assessment. During this practical:

- 1) The wire can get very hot so turn it on and off quickly when getting your readings.
- 2) The wire is live and uninsulated so there is the risk of an electric shock. Make sure the electrical supply is turned off before touching the wire or the clips.

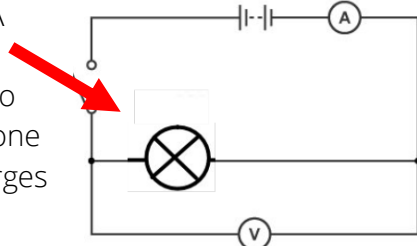


Keyword definitions:



Series Circuit – A circuit where there is only one route for the charges to flow through.

Parallel Circuit – A circuit where the wires branch off to allow more than one route for the charges to flow through.



Week 4: Investigating Circuits

Keyword definitions:

Risk assessment – A careful examination of what could cause harm during a scientific experiment.

When experimenting with circuits you should do the following:



Turn the equipment **on and off as quickly** as you can so that the components don't get too **hot**.

Avoid touching the live circuit to minimise the chance of an electric shock.



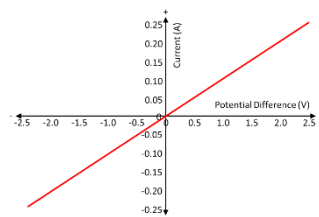
Week 5: IV Components

Keyword definitions:

IV – These letters represent Current (I) and Potential Difference (V).

Components – These are the objects that make up circuits, eg: bulbs, switches, resistors, and diodes.

Directly Proportional – When two quantities increase at the same ratio.



For a **resistor** current is **directly proportional** to potential difference, so the graph is a **straight line** through the origin.

Week 6: Static Charge

Keyword definitions:

Static Electricity – An imbalance of electrical charge within or on the surface of a material or object.



This girl's hair is standing up because she is full of **static charge**. Each strand of hair is **repelling** the other strands making them stand up. Her hair becomes full of charge due to the **friction** between her and the trampoline.





Subject: Chemistry

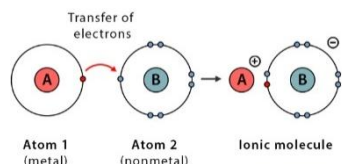
Week 1: Ionic Bonding

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).

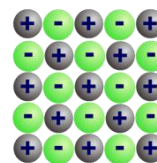


Week 2: Giant Ionic Structures

Keyword definitions

Ionic lattice – A structure made of positive and negative ions arranged in a regular cubic pattern. **Electrostatic force** – The strong force of attraction between particles with opposite charges.

Most **ionic compounds** arrange themselves in a regular **crystal** structure, which often looks like a white solid (like **salt** for example). Ionic compounds are **very soluble**, which means they **dissolve in water** to form positive and negative ions.



Year 9: Summer Term 1

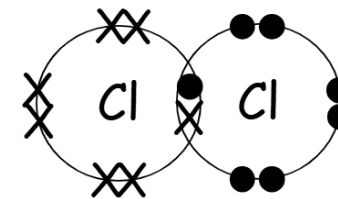
Week 3: Simple Covalent Bonding

Keyword definitions

Covalent bond – Type of chemical bond where the atoms share electrons to complete their electron shells.

Intermolecular forces – Weak forces applied between molecules.

Atoms are **more stable** if they have **full electron shells**. To achieve this, they might share one, two, or even three electrons with another atom.

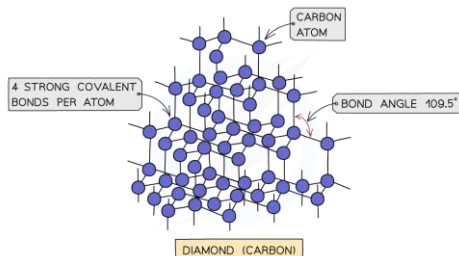


Week 4: Giant Covalent Structures

Keyword definitions

Allotropes – Different forms of the same element, arranged differently.

Carbon atoms can form many **giant** covalent structures, such as diamonds, graphene, or carbon nanotubes. All these molecules have **very high melting** and **boiling points** and are **usually hard**.



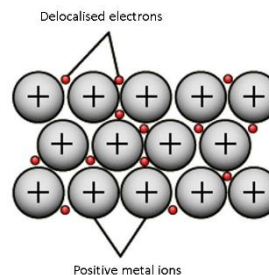
Week 5: Metallic Bonding

Keyword definitions:

Delocalised – An electron that is free to move around a vast arrangement of positive metal ions.

Ductile – A material which can easily be drawn into wires.

In metals, atoms are packed **closely together** in a **regular lattice** structure. Their outer **electrons** separate from the atoms and are **free to move** around in a “sea of electrons”. This is why metals are **good thermal** and **electrical conductors**.



Week 6: Polymers & Nanoparticles

Keyword definitions:

Polymer – A **large molecule** formed from many identical smaller molecules.

Nanoparticles – **Tiny particles** which are between 1 and 100 nanometres in size.

Synthetic polymers are very useful molecules which are **synthesized** (made) by linking a high number of small identical molecules (monomers) in a **long chain**. Synthetic polymers include materials such as **plastics**, polystyrene, **nylon**, and silicone.





Subject: French	KPOW: Customs and Festivals	Year 9: Summer Term 1
Week 1: Festivals/Special Occasions	Week 2: Bastille Day and celebrations	Week 3: Verbs in the present tense
une fête (a party/festival/celebration) une célébration (a celebration) un festival (a festival) célébrer / faire la fête (to party) Noël (Christmas) Pâques (Easter) anniversaire (birthday) le Nouvel An (New Year) Aïd el-Fitr (Eid) la Saint Valentin (Valentine's Day) la fête des mères (Mother's Day) la fête des pères (Father's Day) la fête des rois (Epiphany/Twelfth Night) la Fête Nationale (Bastille Day) Hanouka (Hannuka) un jour férié (A bank holiday)	les cadeaux (presents) les cartes (cards) la nourriture (food) les repas (meals) les bonbons (sweets) les défilés (processions) les feux d'artifices (fireworks) les fêtes (parties/celebrations) passer le temps en famille (spending time with family) passer le temps avec mes copains (spending time with friends) donner des cadeaux (giving presents) faire la fête (partying)	je crois (I believe) on croit (we believe) je reçois (I receive) on reçoit (we receive) j'ouvre (I open) on ouvre (we open) je vois (I see) on voit (we see) j'écris (I write) on écrit (we write) je ris (I laugh) on rit (we laugh)
Week 4: Verbs in the past tense	Week 5: Talking about future celebrations	Week 6: Revision
l'année dernière (last year) hier (yesterday) je suis allé(e) (I went) je suis resté(e) (I stayed) je suis rentré(e) (I went home) je suis arrivé(e) (I arrived) je suis parti(e) (I left) je suis sorti(e) (I went out) on est allés / nous sommes allés (we went) j'ai réservé (I reserved) j'ai montré (I showed) j'ai écouté (I listened) j'ai préparé (I prepared) j'ai parlé (I spoke) j'ai acheté (I bought) on a acheté / nous avons acheté (we bought)	cette année (this year) l'année prochaine (next year) Je vais célébrer (I am going to celebrate) je vais faire la fête (I am going to party/celebrate) je vais rester (I am going to stay) je vais passer (I am going to spend) on va/nous allons passer (we are going to spend) je vais visiter (I am going to visit) je vais manger (I am going to eat) on va/nous allons manger (we are going to eat) je vais voir (I am going to see) je vais chanter (I am going to sing) je vais retourner (I am going to return) il y aura (there will be) ce sera (it will be) qui sera (which will be)	Revise all of the vocabulary and structures from weeks 1-5.





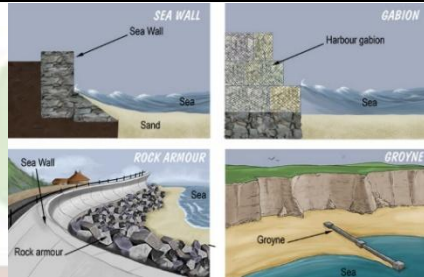
Subject: Geography

KPOW: Future Challenges

Year 9: Summer 1

Week 1: Coastal Management

Hard engineering means building structures to prevent natural processes, such as erosion, from removing coastline.



Soft engineering means using natural processes to reduce the rates of erosion. The most common examples are beach nourishment & dune fencing.

Managed retreat is strategy that allows the coastline to move inland, instead of attempting to stop the erosion with hard or soft engineering strategies. E.g. Donna Nook, NE Lincolnshire.

Week 2: Coasts KPOW

Coasts – Key Term Recap

Prevailing wind - usual wind direction.



Process - physical and human forces that work in combination to form and transform the world.

Landform - a natural feature of the Earth's surface.



Sediment - solid material that is moved and deposited in a new location.



Management - be in control of something



KPOW

Week 3: NEW TOPIC - The Plastic Problem

Most plastic items will outlive us. The average lifecycle of a plastic toothbrush is 500 years!



Plastic ends up in rivers, oceans, landfill sites, and being ingested by birds and sea life. 8 million tonnes of plastic flows into the seas and oceans each year.

Global plastic cup sales are expected to increase from 15.41 billion in 2023 to an estimated 33.25 billion in 2034!

One solution to the plastic problem is to make cups and bottles out of seaweed instead of plastic.



Other solutions include McDonalds' paper straws, reusable water bottles and bags for life.

Week 4: Climate Change

Climate change is the long-term change in the Earth's weather patterns and average temperatures. It's caused by human activity releasing greenhouse gas emissions which trap heat given off by the Earth.

Causes

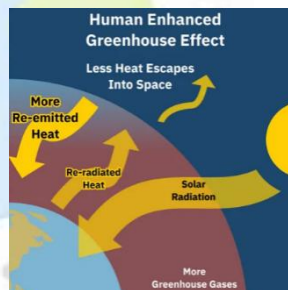
- Carbon dioxide (CO₂) – burning coal, oil, gas and petrol
- Methane (CH₄) – agriculture & landfill sites

Effects

- Crops fail
- Migration

Actions/solutions

- Plant forests
- Build solar/wind farms



Week 5: Wilderness Under Threat

Wilderness - a natural environment that has been largely undisturbed by human activity.



The Pantanal is the World's largest tropical wetland area. It is huge and covers almost 200,000 km².

The Pantanal is in the SW of Brazil in the states of Mato Grosso and Mato Grosso du Sul.



Wilderness areas are under threat due to human activities. These include mining, oil extraction, hunting, and tourism.

Week 6: The Geography of Conflict Zones

Conflict can take place nationally (within a country) or internationally (between countries). They are usually disagreements over land, resources, or political authority.



In Syria, Asia, there is civil war (fighting within a country), it began in 2011, due to political unrest, and is ongoing.

People and the environment are affected by the conflicts taking place. In Syria, 4000 people have been killed and 27% of homes have been destroyed. Many families had to flee their home country and became refugees. A refugee is someone who is forced, or displaced, from their home country seeking safety.





Subject: History

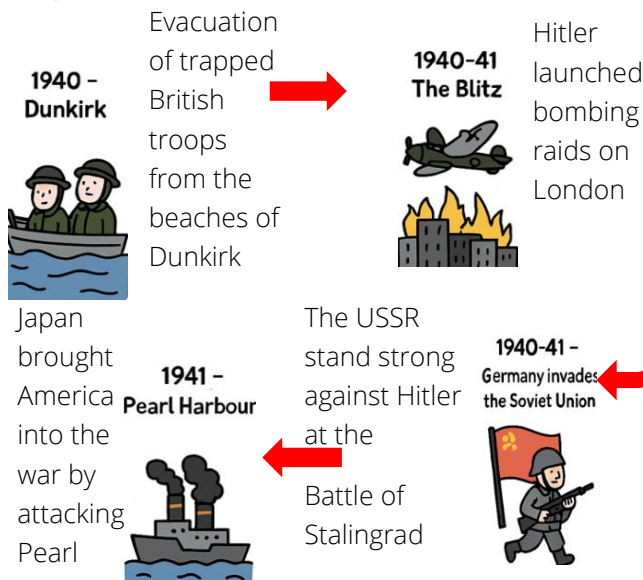
Weeks 1 & Week 2: Causes of WW2 & Key Events

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 attacked Europe using blitzkrieg tactics (lightening war).



KPOW: The Bombing of Dresden

Weeks 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 2

Week 5 & Week 6: 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.



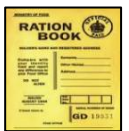
August 1944 = northern France was liberated.

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. Heat: 75 degrees.
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 residential 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: Summer Term 1

Week 5 & Week 6: 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 the 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 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	KPOW: Product Analysis & Initial Ideas	Year 9: Summer Term 1
<p>Week 1 & Week 2:</p>	<p>Week 3 & Week 4:</p>	<p>Week 5 & Week 6:</p>
<p>De Stijl inspire Desk Lamp Product Analysis Using ACCESSFM A – Aesthetics C – Cost C – Customer E – Environment S – Size S – Safety F – Function M – Materials</p>  <p>Sustainable Design To create products and services that are not harmful to the environment or use up the planet's natural resources, therefore protecting our planet for future generations.</p> <p>In order to achieve this, design use the 6 Rs of sustainability.</p> <p>Recycle - Reprocess a material or product and make something else.</p> <p>Re-use - Use a product to make something else with all or parts of it.</p> <p>Reduce - Cut down the amount of material and energy you use as possible.</p> <p>Refuse - Don't buy a product if you don't need it or it's bad for environment.</p> <p>Rethink - Design in a way that considers people and the environment.</p> <p>Repair - When a product breaks down or doesn't work, try to fix it.</p>	<p>Globalisation Building a worldwide network of communication, transportation, and trade.</p> <p>Global Production This term is used to describe how one product can be produced all over the world.</p> <p>Advantages Makes products cheaper, therefore lower cost for consumers.</p> <p>Disadvantages Carbon footprint (environmental) & ethical/moral considerations.</p> <p>Product Manufacture CAD Design - Computer aided designs can be e-mailed from one side of the world to the other.</p> <p>Transportation Ships, lorries and sometimes aeroplanes are used to transport products and components around the world.</p> <p>Just-in-time Manufacturing Just-in-time manufacturing is when materials/ components are ordered so they arrive just as they are needed.</p> <p>Advantages The company does not have to pay for large amounts of stock in one go.</p> <p>Disadvantages There is no spare finished product available to meet unexpected orders.</p>	<p>Materials - Timbers Hardwoods Come from deciduous trees & grow slowly. Ash, beech, oak, mahogany, more expensive</p> <p>Softwoods Come from evergreen trees & grow quickly. Cedar, Scots pine, Parana pine, Spruce.</p> <p>Properties OAK - The timber is very <i>strong</i> and <i>hard</i> to work with. PINE - Easy to work with/ lightweight prone to scratches/dents.</p> <p>Materials - Fibres Natural Fibres – From plants or animals. Manufactured fibres – Combined with chemicals.</p> <p>Properties Natural These fibres come from renewable source. They are also biodegradable (something that will decay (break down) over time). Generally absorbent. Poor resistance to chemical damage. Durable – especially animal fibres.</p> <p>Manufactured Less absorbent than natural fibres. Wrinkle less than plant fibres. Easier to care for than natural fibres (i.e. wash/clean). Resistant to moths/insects. Durable</p>  





Subject: DT - Textiles

Week 1 & Week 2: Mobile Phone Holder



Specification = a list of requirements that the product should fulfil.

- **Specification Points:** Target Market, Function, Aesthetics, Materials, Ergonomics & Quality.
- There are 2 categories, **Essential** (product MUST do this) and **Desirable** (the product COULD do this).

Theory:

SEC - Social, ethical and cultural factors relating to manufacture and buying products:

- **Social** – consider how products can affect communities (child labour, working conditions, working hours and wage)
- **Ethical** – consider the welfare of people and animals (Coltan mineral known as Conflict mineral, child labour used, destroying gorillas' habitats, animals being poached. Angora rabbits, fur ripped out)
- **Cultural** – take care not to offend groups of people with different traditions & beliefs (cultural appropriation, copying ideas without understanding or respect e.g. Sikh Turban – used by Gucci and Navajo tribe images used by Urban Outfitters)



KPOW: EOM Test

Week 3 & Week 4: Market Push & Technology Pull

This drives the development of new products:

Technology push



Advances in technology drive the design and manufacture of a new product.

Market pull



Consumer needs or wants drive the design and manufacture of new products.

Technology Push - Research & Development: In industry Research & Development departments are always coming up with new technologies, materials, and manufacturing methods. This then drives the design of new products or improves existing ones making them **cheaper, function better, look better** and are **more efficient**.

Smart Phone is a product which has been developed by 'Technology Push'. Touch screen technology & GPS.



Market Pull – Designers design and manufacturers make products to satisfy consumer wants, needs, and demands. Changing fashions and social attitudes affect people's wants. New Products are developed to meet society's desire for products that **are better for the environment, meet trends** and respond to **focus groups' feedback**.

Energy efficient lightbulb is an example of 'Market Pull'.



Year 9: Summer Term 1

Week 5 & 6: New Technologies & their Impact

Artificial Intelligence ~ Computers that copy or simulate human intelligence.

Example: Cars self-park/ drive = could reduce road accidents.

Biometrics ~ Parts of a person's body are used for identification purposes.

Example: Smartphone uses fingerprint readers, retina or voice recognition = more secure.

Robotics ~ Perform wide range of sometimes difficult physical tasks.

Example: defusing bombs, search & rescue operations = safer for humans. Spraying cars = consistency and speed improved, and costs reduced.

Virtual Reality ~ Computers are used to create an artificial environment where users can interact with it as if it were real.

Example: Virtual Buildings, designers and architects can walk through it checking for potential errors – modifications can be made quickly and safer buildings created.

Key Words:

Appropriating – The act of appropriating or taking possession of something, often without permission or consent.

Focus Group – Market research method companies use to better understand their target audience's thoughts and opinions about products.

Criteria – A standard by which something can be judged or decided.

Manipulate – Handle or control (a tool, mechanism, information etc.) in a skilful manner.





Subject: Core PE

Week 1 & Week 2: Respect

Definition: Respect is a feeling of deep admiration for someone or something, elicited by their abilities, qualities, and achievements.

Sporting Examples:

- Footballers can show respect to their managers by listening and following their instructions.
- Rugby players can show the referee respect by not appealing against their decision.
- Netballers can show their teammates respect by trying their best to help the team win.



KPOW: Key Words

Week 3 & Week 4: Cooperation

Definition: Cooperation is how well you communicate with other people.

Sporting Examples:

- A football manager could communicate with their players by giving them instructions.
- Hockey Players could communicate on the pitch by giving each other information.
- Volleyball players communicate by giving hand signals before each play.



Year 9: Summer Term 1

Week 5 & Week 6: Leadership

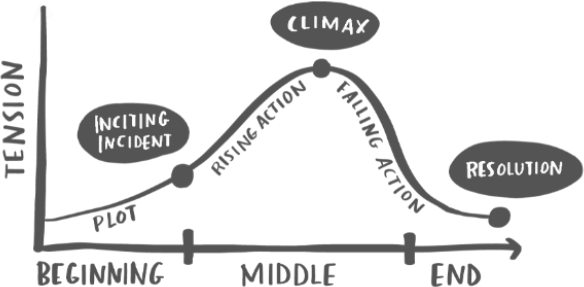
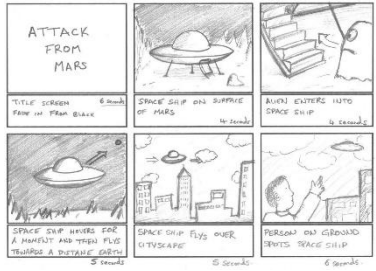
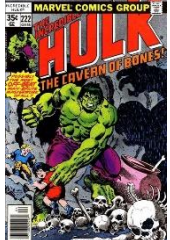



Definition: Being a leader means you can give directions to other members of the team. You are also seen as a role model by others.

Sporting Examples:

- A footballer could be a leader by being captain of their football team.
- A cricketer could be a leader by playing in the right way so that everyone follows their lead.
- A retired basketballer could still be a leader as they could campaign for positive change within sports.





Subject: Computing & Digital Media	KPOW: Digital Graphics	Year 9: Summer Term 1
Week 1 & Week 2:	Week 3 & Week 4:	Week 5 & Week 6:
<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 know 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. Scene Description. This includes whats happening in a particular panel.  <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 it represents, such as crash 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: Rock & Roll (1950s)

Rock and Roll emerged in the United States of America during the early 1950s.



It is Post war dancing music and was aimed at Teenagers!

Rock and Roll encouraged free movement and fun dance styles like The Twist and The Jitterbug.



Elvis Presley was known as the "King of Rock and Roll," Elvis's charismatic performances and hit songs like "Hound Dog" and "Heartbreak Hotel" brought rock and roll to a mainstream audience.

It was the first real "teenage" music. Before Rock and Roll, most music was aimed at adults. Rock gave teenagers a style of their own.



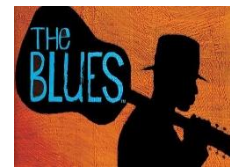
Rock 'n' Roll challenged society. Many adults thought Rock and Roll was too wild and rebellious. Some radio stations even banned it!



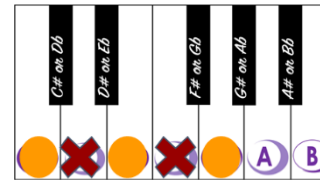
KPOW: 60s and 70s

Week 3 & Week 4: 12 Bar Blues

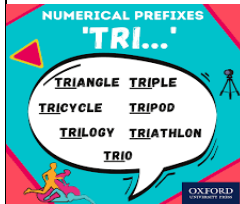
Rock and Roll was influenced by Blues Music and therefore has common qualities such as the 12-bar blues progression, a walking bass lines and call-and-response.



A chord is a combination of two or more notes put together.



Chords begin with a single note called the root.



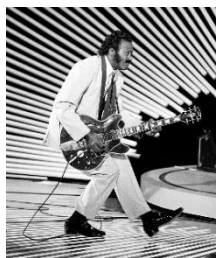
A Triad chord is three notes

Tri = 3 (Triple, Triangle or Trio)

The 12 Bar Blues is a pattern of chords that Rock and Roll songs are based on.

C	C	C	C
F	F	C	C
G	F	C	C

Each box = 4 beats, so play each 4 times.



The electric guitar was the main instrument used in Rock 'n' Roll! Before Chuck Berry, most popular music was led by singers or piano. Berry brought the electric guitar to the front, making it the main instrument in Rock 'n' Roll

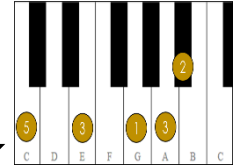
Year 9: Summer Term 1

Week 5 & 6: Bassline, Melody & Improvisation



A Bassline is the lowest part or sequence of notes in a piece of music.

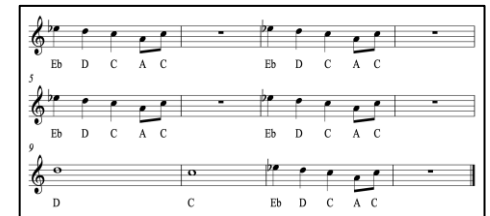
A Walking Bassline walks between chords and keeps a steady rhythm and is played at a low pitch.



Melody is the tune of a song, it's a sequence of single notes that are musically satisfying. It is the part of the song that people sing along to and remember!



This is the MELODY you will play...The Hop' →



Improvisation: Being able to create music on the spot. In Rock 'n' Roll songs they use the Blues scale to improvise notes.

C blues scale





Subject: Art

Week 1 & Week 2: Baseline

Baseline assessment

Observational drawing - to record a subject as accurately as possible.

Materials used – Biro Pen



Reminder

Hatching and Cross hatching - *linear drawing techniques* that can be used to create texture, value, and the illusion of form and light. E.g. When lines are close together they create dark shades.

KPOW: Zentangle

Week 3 & Week 4: Artist page

Artist Research – Kerby Rosanes

- Philippines-based illustrator.
- Works mainly with ink, fineliners, and markers to illustrate his black & white universe.
- Has published 11 illustrated books.
- His work is characterised by lines, patterns and characters that are combined to create scenes from his quirky imagination.



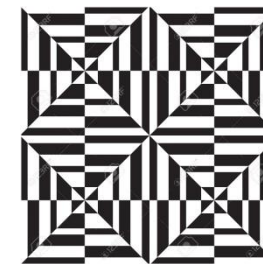
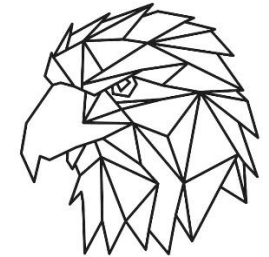
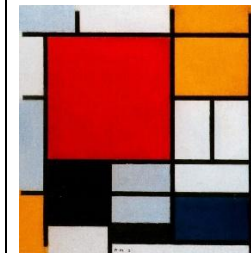
Year 9: Summer Term 1

Week 5 & Week 6: Keywords

Keywords

- **Intricate** - Very complicated or detailed.
- **Graphics** - any visual representation of data such as painting, drawing, symbols, or geometric design.
- **Geometric** – characterised by or decorated with regular lines or shapes.

Examples of geometric Art





Subject: Drama

Week 1 & Week 2: Verbatim overview

Verbatim Theatre:

Verbatim Theatre is a form of documentary theatre that uses the exact words of real people. The playwright or director interviews people and then uses their words to create the script of the play.



Alecky Blythe:



Alecky Blythe is an award-winning British playwright and actor. She is one of the current leading producers of verbatim theatre in the U.K. since she began producing plays in 2003.

Key information:

- Founded the verbatim theatre company 'Recorded Delivery'.
- Has written 9 plays and 1 musical.
- Created the first ever verbatim musical 'London Road'.
- Devised her own recorded delivery technique which her actors use on stage.

Keyword: Verbatim

In exactly the same words as were used originally.

KPOW: Verbatim Theatre

Week 3 & Week 4: Our Generation/NT

Our Generation:

Our Generation is a verbatim play written by Alecky Blyth which captures the journey from teenager to adulthood of 12 UK teenagers from differing social, educational, and religious backgrounds. It opened at London's National Theatre in February 2022.



National Theatre:

The National Theatre (NT) is an internationally renowned theatre complex that overlooks the river Thames on London's Southbank.

- It Contains three separate theatre auditoriums.
- Produces over 10 productions per year.
- Was the first to stage the Alecky Blyth productions of 'London Road' and 'Our Generation'.



Year 9: Summer Term 1

Week 5 & Week 6: Verbatim ensemble

Interviews:

Interviews play an important role in verbatim theatre as they are the starting point of any production. For a piece of theatre to be called verbatim or documentary, it must use the words of real people and their accounts of events. The benefits of working in this way are:



- The piece is authentic and true.
- The playwright doesn't need to write the script, only edit the transcripts of the interviews.

Ensemble theatre:

Ensemble theatre refers to the type of theatre where there is no featured leading role. Each performer plays an equally important role in the production and their scenes and stories intertwine and come together to create the overall piece. Alecky Blythe's 'London Road' and 'Our Generation' are both examples of ensemble theatre.



Keyword: Playwright

A person who writes plays.





Subject: Learning 4 Life

Week 1 & Week 2: Keywords

Please learn the keywords and definitions.

Consent	Permission for something to happen or agreement to do something.
Respiration	The action of breathing.
Shock	Life-threatening condition that occurs when the body is not getting enough blood flow.
Casualty	A person badly affected by an event or situation.
Care	Provision of what is needed for health, welfare, maintenance, and protection of something.
Choking	Severe difficulty in breathing because of a constricted or obstructed throat or a lack of air.
Unconscious	Not awake and aware of and responding to one's environment.
Heart Attack	Death of part of a heart muscle and sometimes fatal.
Severe	Something bad or undesirable very great; intense.
Wound	Injury to living tissue caused by a cut, blow, or other impact.
CPR	emergency procedure consisting of chest compressions.
Recovery position	A position used to prevent choking in unconscious patients.

Week 3 & Week 4: First Aid Facts

First aid is the action taken before the emergency services can get to an emergency. First aid can mean the difference between life and death.



- The Government has made First Aid a **statutory** requirement; this means you must be taught this in school.
- This includes common injuries, lifesaving skills, including how to administer CPR. The purpose of defibrillators and when one might be needed.
- **140,000** in the UK die annually from accidents where first aid could have helped.
- **50%** of people feel capable and confident to apply first aid.
- On average it should take an ambulance **8 minutes** to arrive at a life-threatening emergency.
- CPR (Cardiopulmonary Resuscitation) has been used since the **1740's**.
- **59%** of people do not know how to deal with a serious bleed like a stabbing.
- First aid skills can start to deteriorate after **6 months**.
- A blocked airway can lead to death in **3 -4 minutes**.
- Nearly **9 in 10** teenagers have faced some kind of medical emergency.
- **One** first aider is required for every **50** employees if the work is low risk.

Year 9: Summer Term 1

Week 5 & Week 6: Good Samaritan

The Good Samaritan story is a parable (a story with meaning). Care and look after people, no matter what race, religion, or colour someone is.

	A man was walking from Jerusalem to Jericho.
	Robbers attacked him and grabbed everything he had leaving him for dead.
	A priest happened to be going down the same road. When he saw the man, he continued his journey not stopping.
	Later a temple helper came to the same place, when he saw the man who had been beaten, he also continued on the road, not helping.
	A man from Samaria came travelling down that road. He felt sorry for him and stopped to help.
	He treated the man's wounds with olive oil and wine and bandaged him and placed him on his donkey.
	Took him to an inn where he could be looked after. Paid two silver coins and asked for him to be taken care of.





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**.

Minsthorpe Lane,
South Elmsall,
West Yorkshire,
WF9 2UJ

T. 01977 657600
E. enquiries@minsthorpe.cc
minsthorpe.cc



Minsthorpe
Community College

