Minsthorpe Community College

Knowledge Organiser
Year 9 – Summer Term 2

Name:

P&A group:

Knowledge Assessment: Thursday 9th July 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: ACC Stave 5

Stave 5: Scrooge has a second chance!

When Scrooge wakes up and the setting is transformed:

"No fog, no mist".

This represents how much Scrooge has changed from the start of the novel.

Scrooge in now unburdened by greed. "**I am as light as a feather, I am happy as an angel, I am as merry as a schoolboy."**

Scrooge gives generously to the charity collectors he rejected in Stave 1: **"a great many back-payments are included."**

Unlike in Stave 1, when Scrooge is selfish to his clerk and the charity collectors, in Stave 5 he is generous and giving.

He also realises his responsibility to his employee and tells his clerk: **"I am about to raise your salary".**

He opens up his "shut up heart" and embraces his family and the family of society. He becomes a **"second father to Tiny Tim".**

This shows he no longer rejects family, and he now cares about the welfare of others. He also embraces his own family and symbolically asks his nephew:

"I have come to dinner. Will you let me in, Fred?"

KPOW: Persuasive Writing

Week 3 & Week 4: Crafting Rhetorical Devices

Rhetorical Devices

Direct address: When we target the audience directly to make them feel a sense of responsibility.

Alliteration: The repetition of consonants in consecutive words.

Fact: Something you cannot argue.

Opinion: Something you can argue against.

Rhetorical question: A question designed to provoke thought as opposed to an actual answer.

Emotive language: Deliberate word or phrase choices that evoke emotional response in the reader. This may be positive or negative depending on the purpose of what is being written/spoken.

Statistic: Numbers that are used to support opinions.

Triplet: Words or phrases used three times for emphasis.

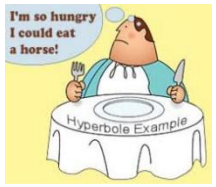
Key vocabulary

Philanthropy: The desire to promote the welfare of others, expressed especially by the generous donation of money to good causes.

Year 9: Summer Term 2

Week 5 & Week 6 & Week 7: Spoken Language

Rhetorical Devices



Hyperbole: Deliberate exaggeration for effect.

Semantic field: A group of words related in meaning.

Superlative: The highest quality or degree.

Imperative (sentence type): Tell someone to do something (a command).

Key vocabulary

Persuade: Cause (someone) to believe something, especially after a sustained effort; convince.

When you present your speech about your chosen charity, you should consider the following:

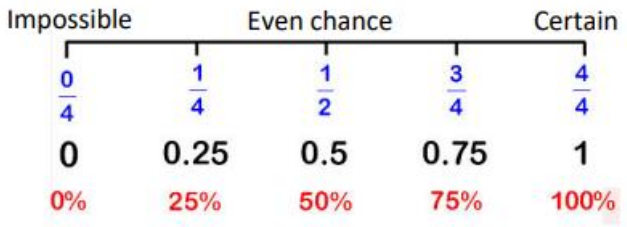
Talk Task		
	Physical	• Voice projection • Pronounce words with clarity • Maintain good eye contact
	Linguistic	• Speak in full sentences using Standard English • Vocabulary
	Cognitive	• Give reasons to support views • Build on the views of others • Structure. Organisation. Timing
	Social	• Turn taking • Listening and responding appropriately • Liveliness and flair

Subject: Maths

Week 1 & Week 2: Probability

Probability: How likely something is to happen
We can represent probability as a fraction, decimal or percentage.

The Probability Scale



Theoretical Probability is what should happen if all variables are fair; it is what we would expect to happen.
Fair: all outcomes are equally likely.
Bias: One or more outcome may be more likely to happen than another.

For example
When flipping a fair coin, we have two possible outcomes: heads or tails.

Each have a 0.5 (or 50% or ½) of occurring. So if we flipped the coin 10 times, we would expect to get 5 heads and 5 tails.

Therefore, the theoretical probability of getting a head is 5 out of 10, (which simplifies to ½).

KPOW: Reasoning with Probability

Week 3 & Week 4: Probability

When writing a probability as a fraction, the denominator is the total number of outcomes, and the numerator is the number of outcomes that meet a given criteria.
For example.
There are only red counters, blue counters, white counters and black counters in a bag.

Colour	Red	Blue	Black	White
No. of counters	9	3	5	2

One counter is chosen at random.

The probability that a blue counter is chosen.

$$\frac{3}{19} = \frac{number\ of\ blue}{total\ number\ of\ counters}$$

The probability that a red is **not** chosen

$$\frac{10}{19} = \frac{number\ of\ all\ other\ colours}{total\ number\ of\ counters}$$

Experimental Probability differs to theoretical probability in that it is based upon the **outcomes from experiments**. It may differ from what we would expect.

Experimental probability is also known as the **relative frequency** of an event occurring.

Estimating the number of times an event will occur:

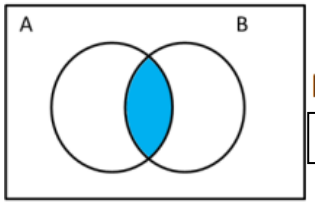
Probability x number of trials

Year 9: Summer Term 2

Week 5 & Week 6 & Week 7: Venn Diagrams

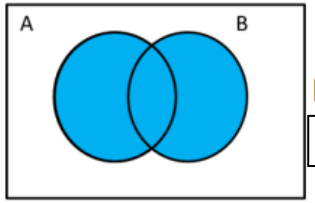
Venn Diagrams allow us to easily see the relationships between two or more sets of data.
Venn Diagram Notation
P(x) means the probability of outcome x occurring.

Symbol	Description
$\{\}$	Curly Brackets, contain all items in a set
,	Comma - separates all items in a set
'	Complement - the items not in a set
ξ	The Universal Set - contains all items in every set and subset required
ϕ	The Empty Set - contains no items



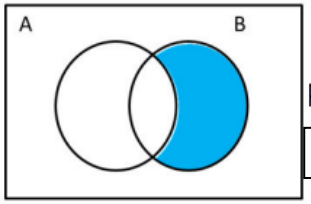
P(A ∩ B)

The Intersection of A and B



P(A U B)

The Union of A or B



P(A' ∩ B)

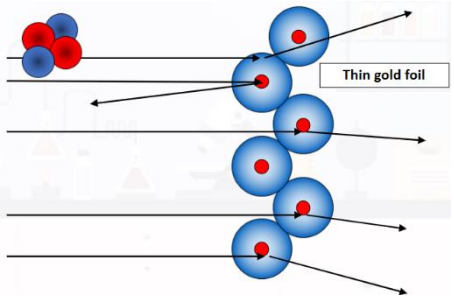
B and not A.

Subject: Physics | Assessment: Week 4B | Year 9: Summer Term 2

Week 1: Discovery of the Nucleus

Nucleus - The middle part of an atom that contains the protons and neutrons.

Alpha Particle – A particle made of 2 protons and 2 neutrons (the same as a Helium Nucleus).

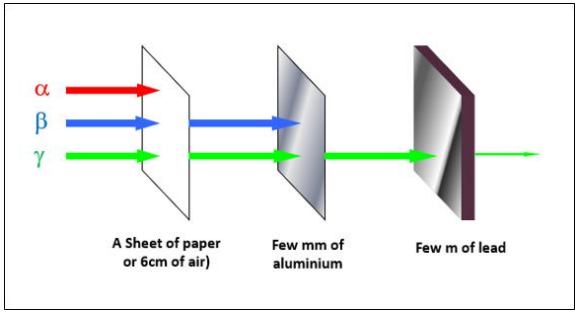


Ernest Rutherford discovered the nucleus when he shot alpha particles at a thin **gold film**. Most went through suggesting that an atom was mainly empty space, and some were **deflected** suggesting that there was a positively charged nucleus.

Week 2: Radioactive decay

Radioactive – When an unstable nucleus releases energy or particles in the form of radiation.

Activity – The rate at which a radioactive source decays (per second).

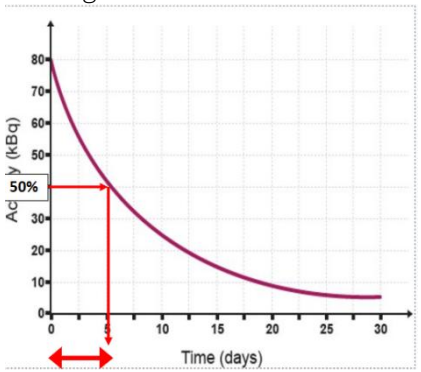


Alpha, Beta and Gamma are three forms of radiation, alpha is stopped by paper and beta is stopped by aluminium.

Week 3: Half Life

Half life – The time it takes for a radioactive sample to decrease its activity by half.

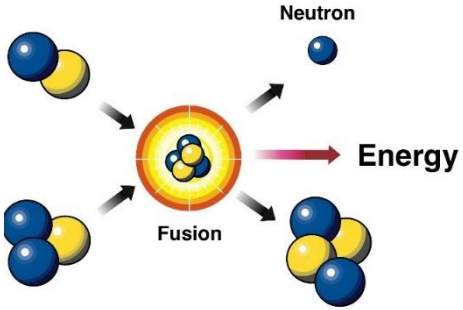
Stable – A substance will become more stable by emitting radiation.



This is a typical **half life curve**. You can work out the half life of a substance by seeing how long it takes for activity to half. In this example it is 5 days.

Week 4: Fusion

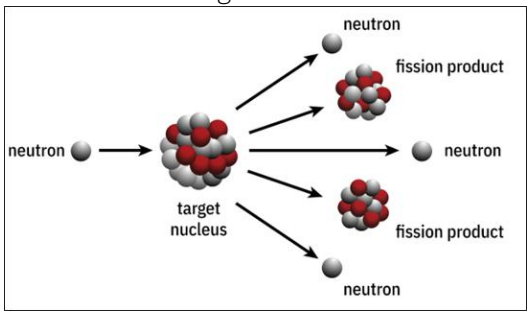
Nuclear Fusion – The process of joining two small nuclei to form a large one.



During **nuclear fusion,** two small nuclei join to form a larger one and will **release energy**. This happens **naturally in stars** due to the great amounts of energy needed to accelerate the small nuclei towards each other.

Week 5: Fission

Nuclear Fission - The process in which a large, unstable nucleus splits into two smaller nuclei which are more stable than the original one.



During **nuclear fission,** a **target nucleus** will absorb a neutron and become **unstable**. This will then split into smaller nuclei and neutrons whilst **releasing energy**.

Week 6 & Week 7: Review

Irradiation – The process of exposing something to nuclear radiation. The irradiated object does **not** become radioactive.

Radioactive contamination - The unwanted presence of materials containing radioactive atoms on other materials (direct contact).
The **contaminated** object becomes radioactive and becomes a **source of irradiation** (other objects close to it now get exposed to its radiation).

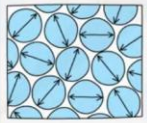
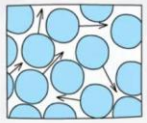
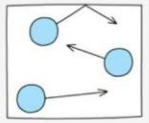
Background radiation - Small amounts of radiation that are both man-made and natural that exist everywhere.

Subject: Chemistry | Assessment: Week 4B | Year 9: Summer Term 2

Week 1: States of Matter Review

Keyword definitions

State of matter – The arrangement and movement of particles in a solid, liquid or gas.

State	Solid	Liquid	Gas
Density	High	Medium	Low
Arrangement of particles	Regular pattern	Randomly arranged	Randomly arranged
Movement of particles	Vibrate around a fixed position	Move around each other	Move quickly in all directions
Energy of particles	Low energy	Greater energy	Highest energy
2D diagram			

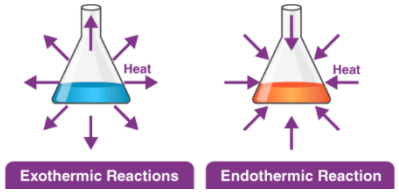
Week 2: Exothermic/Endothermic Reactions

Keyword definitions

Endothermic - A type of reaction that absorbs thermal energy.

Exothermic - A type of reaction that releases thermal energy.

Some chemical reactions **absorb** thermal **energy** from their surroundings when they happen, which means that the **temperature** would **decrease** – they are called **endothermic** reactions. An example of this is **photosynthesis**, in which plants use energy from sunlight to produce glucose.



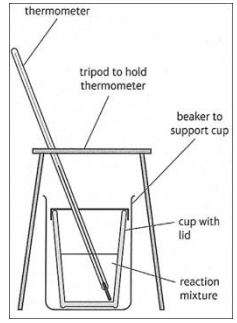
Week 3: Measuring an Energy Change

Keyword definitions

Energy Change – The difference in the amount of chemical energy stored in the products and the reactants of a chemical reaction.

Activation Energy – The minimum amount of energy needed for a reaction to take place.

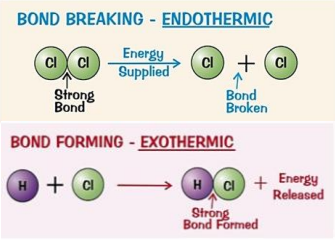
This diagram shows the setup for the **required practical** in which hydrochloric acid and sodium hydroxide react (**neutralisation** reaction). The thermometer is used to measure the **temperature** difference, which will tell us about the energy change.



Week 4: Bond Energies

Keyword definitions

Bond energy – The amount of energy needed to break one molecule of a particular covalent bond.



To determine if a **chemical reaction** is exothermic or endothermic, we must calculate the **bond energies** of the products and take it away from the bond energy of the reactants.

Positive enthalpy change: **exothermic**.

Negative enthalpy change: **endothermic**.

Week 5: Fuel Cells and Batteries

Keyword definitions

Chemical cell – A device which converts chemical energy into electrostatic energy.

A chemical cell uses two **different metals**. One metal will be **more reactive** than the other, so it will **donate electrons** to the other one during the chemical reaction.

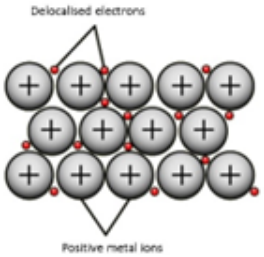
The **flow of electrons** is an electrical **current**, which can be used to power a circuit. The **bigger** the difference in the **reactivity** of the two metals, the **higher** the **voltage** of the cell.

Week 6 & Week 7: Bonding Review

Keyword definitions

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

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**. electrical supply is turned off before touching the wire or the clips.



Subject: French	KPOW: Celebrity Culture	Year 9: Summer Term 2
Week 1: Adjectives	**Week 2:** Celebrity Culture Nouns 1	**Week 3:** Celebrity Culture Nouns 2
célèbre (famous) culturel (cultural) extraordinaire (extraordinary) fier / fière (proud) international (international) local (local) national (national) populaire (popular) public (public) publique (public) riche (rich) spécial (special) francophone (French-speaking) puissant (powerful) unique (unique) drôle (funny)	Une célébrité (a celebrity) Une carrière (a career) Une star (a star / celebrity) Une personnalité (a personality) Un artiste (an artist) Un humouriste (a comedian) Un personnage (a character / individual / person) Un acteur / une actrice (an actor) Un chanteur / une chanteuse (a singer) Un écrivain / une écrivaine (a writer) Un influenceur / influenceuse (an influencer) Un héros / une héroine (a hero / heroine) Un auteur / une auteure (an author) Le style (style) Le succès (success) L'argent (money)	Un concert (a concert) Un film (a film) Un selfie (a selfie) Un spectacle (a sight / show) Une chanson (a song) Une émission (a TV programme) Une influence (an influence) Une photo (a photo) Une vidéo (a video) L'internet (internet) La mode (fashion) La musique (music) La réalité (reality) La télévision / la télé (television/TV) Le cinéma (cinema) Les paroles (lyrics)
Week 4: Celebrity Culture Nouns 3	**Week 5:** Celebrity Culture Verbs	**Weeks 6 & Week 7:** Revision
La politique (politics) La presse (the press) La richesse (wealth) Le monde (the world) Le sport (sport) Les médias (the media) Un journal / les journaux (newspaper / newspapers) Un prix (a price / a prize) Un scandale (a scandal / an uproar) Un thème (a theme / a topic) Un tour (a turn /a tour) Une équipe (a team) Une génération (a generation) Une identité (an identity) Une marque (a brand / a mark) Une série (a series) Une tournée (a tour / a round)	annoncer (to announce, make public) chanter (to sing) écouter (to listen) exprimer (to express) inspirer / s'inspirer de (to inspire / to be inspired by) jouer (to play) organiser (to organise) persuader de (to persuade) porter (to wear, carry) poster (to post) raconter (to tell, narrate) rappeler (to remember) reconnaître (to recognise) regarder (to watch, look at) représenter (to represent) rêver (to dream) suivre (to follow)	Revise key vocab from weeks 1-5

Subject: Geography | KPOW: Africa | Year 9: Summer Term 2

Week 1 Future Challenges KPOW

Future Challenges Key Term Recap

Solution - a way of dealing with a problem.

Emissions - substances that are given out into the air.

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

Conflict - a serious disagreement or an argument.

Week 2: Introduction to Africa

Africa is a **continent**, a large land mass, which spans north and south of the Equator. To the **east** of Africa is the **Indian Ocean** and to the **west** is the **Atlantic Ocean**.

In Africa, there are 3 main biomes (global ecosystem) hot deserts, tropical rainforests, and savanna.

The **Sahara Desert** covers most of the north of Africa.

On and around the Equator there is **tropical rainforest**, known as **Congo**.

Savanna grassland boarders the tropical rainforest to the north and south.

Week 3: Urbanisation in Africa

Urbanisation is the **increase** of the amount of people living in towns and cities, known as urban areas.

Many African countries are experiencing **rapid** urbanisation. This is leading to **megacities**, which have **over 10 million people** living in them.

Reasons for urbanisation:

- **Push factors** like **water shortages** and lack of jobs.
- **Pull factors** like better education **and better access to health care.**

One of the biggest problems of urbanisation in African cities are **squatter settlements.** Here people live in **poverty**, have poor quality housing, a lack of clean safe water and suffer from **poor sanitation**.

Week 4: A City of Contrasts

Nairobi is Kenya's **capital city. Kibera** is a slum (squatter settlement) where 60% of Nairobi's population live.

Kibera has houses that are built **close together** with very few homes having water, electricity or toilets.

The government, the UN and a number of charities have tried to improve Kibera by:

- **improving water pipes.**
- **creating affordable reliable electricity.**
- building new homes.
- building communal toilets and washrooms.
- building and staffing police stations.

Week 5: Africa's Resources

The **Democratic Republic of the Congo** (DRC) is extremely **rich in natural resources**, but it has suffered from political instability, including corruption & conflict.

This had led to minerals being mined in a negative way and creating **conflict minerals**, such as **coltan**.

Coltan miners **used to be farmers,** but during the war, which has been going on for 2 decades, they and their families were forcibly removed from their land. The **only way** they can **make money** now is by being a **coltan miner**.

Coltan is bought on the global market and the minerals in coltan are used to make **mobile phones** and other **electronic devices**.

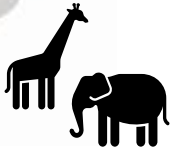
Week 6 & Week 7: Tourism in Kenya

Kenya is located in **east Africa**. Around 2 million people visit Kenya each year. Some of the reasons are:

- **tasting new foods.**
- experiencing different cultures.
- volunteering.
- **seeing the wildlife.**
- relax on a beach.

When **tourists** visit Kenya, they can often cause **conflict** between the government, tour companies, local people. and the animals.

Tourism also creates both positives and negatives for Kenya:



☺ Jobs for locals.
☺ **Brings in money to Kenya.**
☹ Tourists may harm the wildlife.
☹ **Jobs are often poorly paid.**

Subject: History

Year 9: Summer Term 2

Week 1: Surviving the Holocaust

Liberation: Setting someone free from imprisonment, slavery, and oppression.

In the last months of the war, prisoners who were still alive were forced on **death marches.** Nazis tried to hide evidence of genocide. 250,000 prisoners died. From January 1944, **death camps were liberated by the Allied army**. Evidence of genocide was found. Local German civilians were forced to visit camps to see the true horrors. Many survivors did not feel Europe was their home. **By 1948, 170,000 Jews had settled in the new country of Israel** which became a Jewish homeland. **Between 1945 – 1949, the Nuremberg Trials** were held to prosecute those involved in the Holocaust. Many were given the death penalty. A process of **denazification** began in 1945.

Week 2: Life in the 1950s and 1960s

Life in the 1950s: Life was tough in the aftermath of WW2. However, loans from the **USA** helped the country to recover and thousands of new homes were built. **In the 1960s,** things looked brighter. **Employment was high** and young people developed their own identities with groups like **mods and rockers**.

Meanwhile, elsewhere…

Despite being war time allies the USA and the USSR became firm enemies after WW2. This was known as the **Cold War**. As part of the Cold War, the USA and the USSR were locked in a **space race**; both competing to be the first to conquer space. In **1969, the USA announced they had successfully landed a man on the moon.**

Week 3: Life in the 1970s

Life in the 1970s: Unemployment increased as factories closed due to competition from foreign made goods. Strikes became a common feature of life in the 1970s. **The miners successfully used strike action in 1972 and 1974 to improve their pay.**

Meanwhile, elsewhere…

Support for America's involvement in the Vietnam war was at an all-time low.

Protests marches were organised; men burned their draft cards and even veterans of the war protested America's involvement in Vietnam. **In May 1970, an anti-war protest** at Kent State University in Ohio **resulted in the death of four students,** they were killed when the **National Guard opened fire on them**.

Week 4: Life in the 1980s

Life in the 1980s: The **income gap increased** and as the poor seemed to get poorer whilst, the rich got richer. **Margaret Thatcher was Prime Minister for the entirety of this decade** - this meant she was able to embed several important political and economic policies.

Meanwhile, elsewhere…

After the success of the miners' strikes in the 1970s, the miners organised another strike in 1984 after it was announced that 20 unprofitable mines were to be closed. **Aurthur Scargill led the striking miners as leader of the National Union of Miners**. The miners' strike failed to stop mine closures – by 2009, just six of Britain's mines remained open.

Week 5: Life in the 1990s

Life in the 1990s: The 1990s was characterised by an increased pride in the culture of the UK. The phrase **'Cool Britania'** was used to signify a rebirth in British art, fashion, design, and music. **Internet access became far more common** and by the end of the decade the internet was an everyday part of millions of people's lives.

Meanwhile, elsewhere…

The 1990s was an important decade for South Africa. **The decade saw the end of segregation, known as apartheid,** and the start of **a new democratic era** when **Nelson Mandela became South Africa's president in 1994.**

Weeks 6 and Week 7: Life in the 2000s & 2010s

Life in the 2000s: The noughties saw Britain's **population increase to over 61 million.**

Meanwhile, elsewhere…

In **2001, terrorists attacked the USA**. A **'war on terror'** began when US forces invaded Afghanistan in search of terrorist bases.

Life in the 2010s: This was a decade of complex conflicts, continued efforts to combat pollution & climate change. Attitudes in society shifted as gay marriage was legalised in 2014.

Meanwhile, elsewhere…

This decade saw a series of **anti-government protests, uprisings & armed rebellions that spread across much of the Arab world.**

Subject: DT - Food

Weeks 1, 2 & 3: 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 4 & Week 5: 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: Summer Term 2

Week 6 & Week 7: 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.

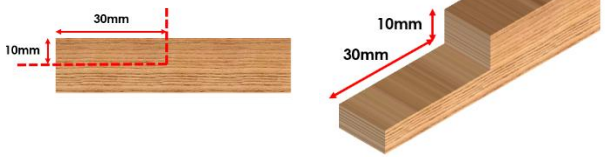
Renewable energy generation

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.

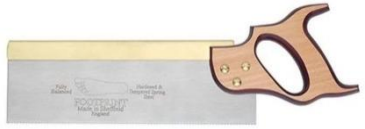
Non-renewable energy generation

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.

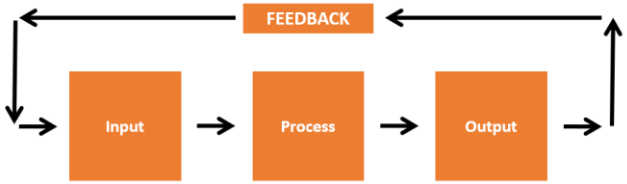
Open Loop System

The input starts the system.

The mind of the system, which considers the inputs and decides what to do.

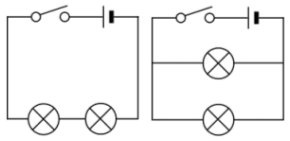
The system's response to being activated.

Closed Loop System



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

Circuit diagrams

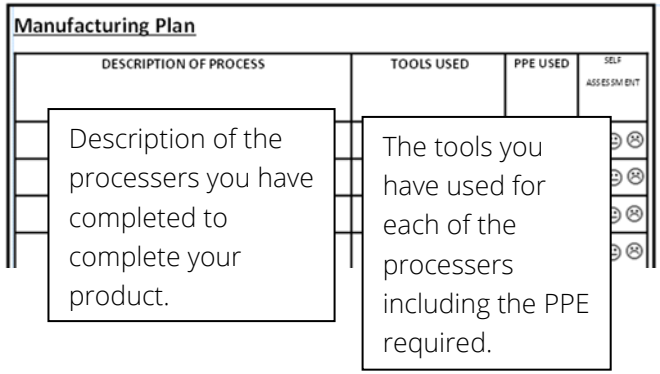


Series Parallel

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

Year 9: Summer Term 2

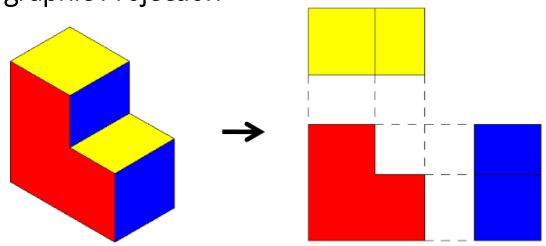
Week 5 & Week 6 & Week 7:



Description of the processers you have completed to complete your product.

The tools you have used for each of the processers including the PPE required.

Orthographic Projection



PPE: Personal Protection Equipment

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

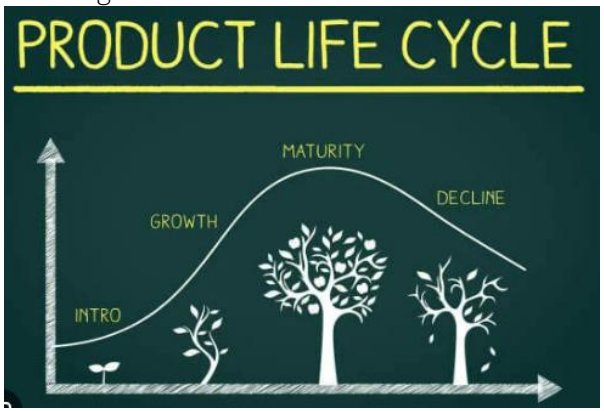
Evaluation

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 & Week 3:

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.

KPOW: Life Cycle

Week 4 & Week 5:

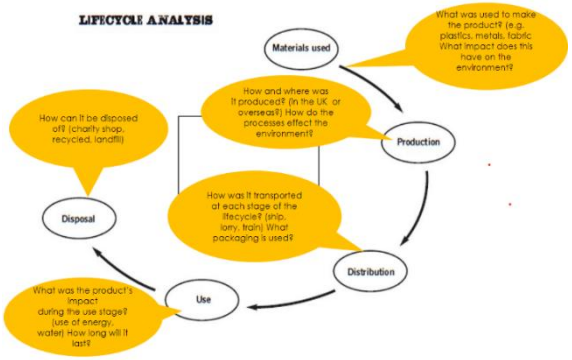
Standards & The Law – Products have to be made to certain standards to be safe and suitable, the law protects consumers' rights.
Key word = **Legislation** – act or process of making or enacting law
British Standards Institute (BSI) – government select them to develop standards (agreed, repeatable way of doing something), companies then have to make products which meet these standards.

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.

Year 9: Summer Term 2

Week 6 & Week 7:

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.



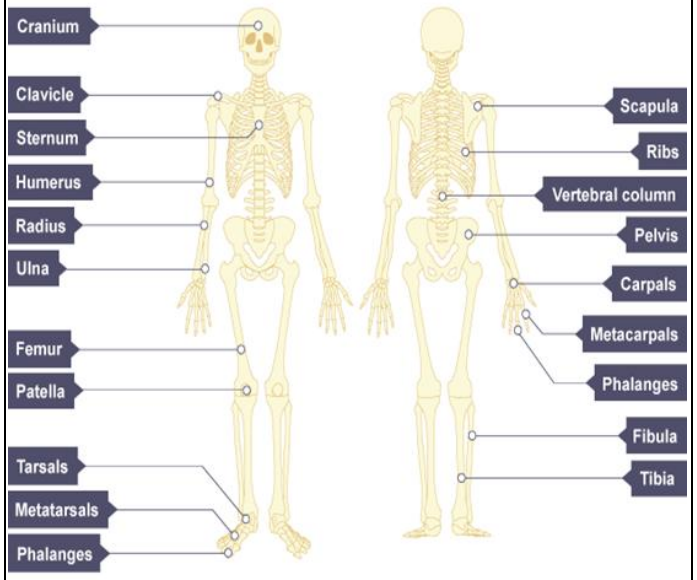
LCA of a cotton T-shirt =
Materials used: Cotton is a natural fibre grown mainly in America, China, and India. Requires lots of water, pesticides, and fertilisers to grow it. These can affect the health of the workers, wildlife, and countryside. *Organic Cotton* is grown without pesticides & chemical fertilisers.
Production: Preparing the cotton and dying 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: Structure of the skeleton

The skeleton is made up of many bones. The skeleton provides a framework for muscle attachment, to enable movement for physical activity.

There are 4 classifications of bones:
Long bones: aid movement by working as levers.
Short bones: these are weight bearing and provide support.
Flat bones: provide protection and a broad surface for muscles to attach to.
Irregular bones: have a specialised job.



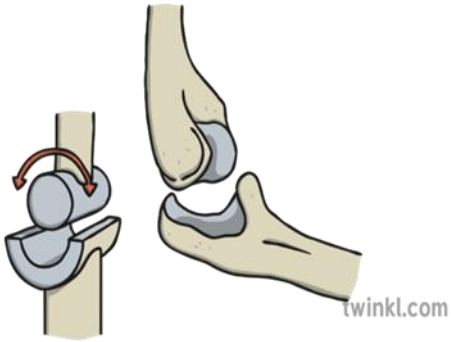
KPOW: Key Words

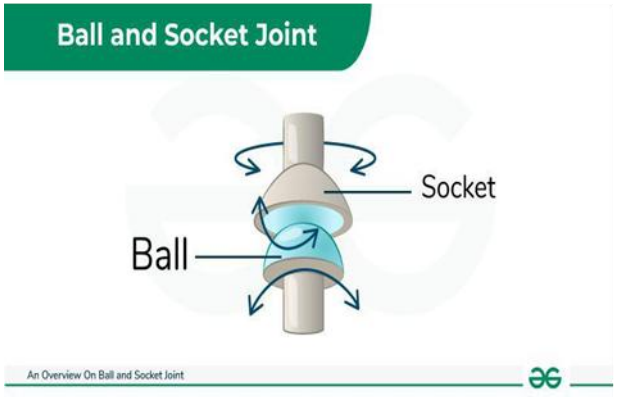
Week 3 & Week 4: Classification of joints

A joint is the place where two or more bones meet. It is where movement can occur.

There are 4 classifications of joints:

- Hinge joints: Knee, Elbow & Ankle.
- Ball and Socket Joints: Hip & Shoulder.
- Pivot Joint: Neck.
- Condyloid Joint: Wrist.





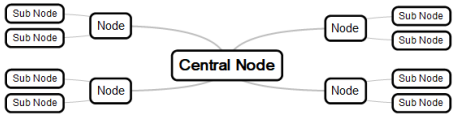
Year 9: Summer Term 2

Week 5 & Week 6 & week 7: Muscular System

There are three types of muscle. Each muscle has a different classification based on its characteristics.

The 3 classifications of muscles are:

- Cardiac muscle: this muscle forms the heart. It is unconsciously controlled, meaning we do not need to think to make it contract. For example, the cardiac muscle in the heart contracts to pump blood around the body.
- Voluntary muscle: these are the skeletal muscles that attach via tendons to the skeleton to allow movement. These are under conscious control, meaning we move them when we want to. For example, the bicep contracts to flex the arm.
- Involuntary muscle: these muscles are found in blood vessels, the stomach and intestines. They contract slowly and rhythmically and are unconsciously controlled. They contract automatically when required to by the body.

Subject: Computing & Digital Media	KPOW: Visual Identity & Digital Graphics	Year 9: Summer Term 2
Week 1 & Week 2:	**Week 3 & Week 4:**	**Week 5 & Week 6 & Week 7:**
Keywords: **Visual Identity:** An arrangement of graphics which make a brand instantly recognisable. **Client:** The company or individual who sets the brief for a media product or service.	Keywords: **Pre-production** – A phase in a media project where ideas are developed, and media products are planned.	Keywords: **Concept Sketches:** A series of simple freehand drawings or sketches that are used to develop an idea.
Visual identity helps an audience recognise a brand (company) and gets a feel for what the company's all about. A successful brand builds a visual identity by using the same features repeatedly. This repetition helps the brand's visual identity to become familiar to the audience. The famous "Golden Arches" from McDonalds are used throughout all their branding, it's on the uniforms, packaging and signs. A golden M on a red background is familiar to people and easy to spot.    The aim of a visual identity is to: • Be easily recognisable. • Help build brand loyalty. • Communicate a message.	Designers and project managers use a **mind map** to collect everyone's early ideas on a new media product. They are easy to make and can be done on paper or using software. **Mind maps are structured like this:** • Central node – this is the key theme. • Nodes – main ideas linked to the key theme. • Sub nodes – more detailed ideas based on the node. • Branches – Used to connect all the nodes and sub nodes together.  Designers use **mood boards** to get some visual ideas onto a page. This means everyone involved can look at them and feel inspired. A mood board is made up of: • Images - photos, graphics and shapes. • Fonts – font type and styles. • Colours – used to show a theme. • Materials – textures (physical mood board). • Sound and Video – If mood board is digital. 	Concept sketches are quick, rough drawings used to visualise and explore ideas at the beginning of a project. For exmaple, you may be asked to produce a new logo for a company. You would use concept sketches to show how your logo might look. **Features of a concept sketch:** • Sketches are brief, usually just outlining the ideas. • These give the feel of the idea rather than any detailed reposnce to the brief. • Commonly drawn in pencil or pen to quickly create mulitple concepts. Below shows an example of concept sketches being used to develop a new logo design. 

Subject: Music

Week 1 & Week 2: Film genres

Leitmotif:
A leitmotif is a repeating melodic phrase in music which is used to represent a character, setting, emotion or theme.

Genre:
Genre is the term used to define a category in art, music, literature, or film.

Popular film genres and examples:
-Action: James Bond, Pirates of the Caribbean.
-Comedy: Dumb and Dumber, School of Rock.
-Horror: Jaws, The Woman in Black.
-Fantasy: Harry Potter, The Lord of the Rings.
-Sci-fi: Star Wars, Guardians of the Galaxy.

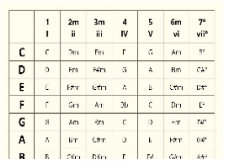
John Williams:
John Williams is a multi-award winner composer born in the U.S.A in 1932. Composed the scores for Jaws, Harry Potter, Star Wars and Jurassic Park.

KPOW: Film Music

Week 3 & Week 4: Composers and Leitmotif

Composer: A person who writes and creates music.

Chord Sequences: A pattern of chords played in a specific order.



Melody: The main tune of a piece of music, often the part you sing.

Bassline: The low-pitched part that supports the harmony and rhythm.

Passing note: A note that connects two main (chord) notes. If the bassline goes from C to E, a D can be added in between as a passing note: C – D – E
It makes the line sound more melodic and connected.

Year 9: Summer Term 2

Week 5 & Week 6 & Week 7: Composition

Cubase: is a **Digital Audio Workstation (DAW)** that helps you compose and record music. You can create songs, add sounds, and mix everything together.

Midi Keyboard:
A MIDI keyboard is a special keyboard that lets you play music on your computer, sending signals to make different sounds. You can change the sound to match any instrument, such as piano, drums, or even electronic noises, without needing the real instruments.

Loops:
A loop is a short piece of pre-recorded music or sound you can drag into your track to add texture. The most popular loops are drum loops which is a repeating beat that sounds like a drum rhythm.

Hans Zimmer:
Hans Zimmer, born 1957, is a German composer. He has composed the scores for over 100 films such as Pirates of the Caribbean, The Dark Knight, The Lion King and Interstellar.

Subject: Art	KPOW: Zentangle	Year 9: Summer Term 2
Week 1 & Week 2: Keywords	**Week 3 & Week 4:** Artist Page	**Week 5 & Week 6 & Week 7:** Outcome

- **Pattern -** a design in which lines, shapes, forms or colours are repeated. Patterns can be regular or irregular.
- **Proportion –** the balance of elements (within artwork) based on their relative sizes.
- **Metamorphosis -** a transformation or change in form, structure, or character. It can represent a literal change in shape or a more symbolic change in meaning, identity, or understanding.

An example of metamorphosis by the artist Kerby Rosanes.

Artist Research – Zentangle

- The Zentangle Method is a structured drawing technique that uses simple, repetitive patterns (called "tangles") to create abstract, non-representational art.
- These patterns are created by combining basic shapes like dots, lines, curves, and orbs.
- It's designed to be a meditative and relaxing process.

Outcome – - A piece of Art that you have created using inspiration from others along with your own ideas.

The outcome of this project is based on a client brief similar to how artists and designers work in the creative industry.

Vocational context brief
"NATURE REDISCOVERED"
The NATIONAL TRUST committee is trying to encourage younger generations to visit their parks all around the UK. They are creating a 'Nature Rediscovered' themed exhibition. The exhibition will display art and design work that is inspired by new upcoming artists like yourself. The committee is wanting proposals for Artwork that could be situated around the parks. The aim is to promote the idea of visual communication through the exhibition of creative work in response to the theme 'Nature Rediscovered. The committee is holding an open competition for submissions of work in any art and design form that relates to the theme.

Brief - a document that clearly outlines the goals, scope, and requirements of a design project.

Exhibition – a temporary public display of Artwork

Subject: Drama	KPOW: John Godber - Brecht	Year 9: Summer Term 2
Week 1 & Week 2:	Week 3 & Week 4:	Week 5 & Week 6 & Week 7:
Introduction to KPOW Script - A script is a piece of writing in the form of drama. 10 Practical techniques for learning lines. 1. Read the lines aloud. 2. Ask a friend or family member to help. 3. Practise, practise, practise. 4. Download a line learning app. 5. Record your lines in your phone. 6. Learn the cue lines. 7. Write your lines out. 8. Go for a walk and practice them. 9. Embrace repetition. 10. Learn the characters thoughts.  Directing - the craft of controlling the evolution of a performance out of material composed or assembled by an author. Didactic - designed or intended to teach.	Rehearsal Rehearsal - a practice or trial performance of a play or other work for later public performance.  Contribution - the part played by a person or thing in bringing about a result or helping something to advance.  Cues - a thing said or done that serves as a signal to an actor or other performer to enter or to begin their speech or performance. When learning a script, it is important for a performer to also learn their cues. *Blocking* - is the planning of where and when a performer goes on stage. It will often be decided by the director and stage manager.	KPOW  Vocal skills - The control and variety of vocal skills are really important when performing Epic theatre – so you can represent a range of different characters. Physical skills - A performer can use a variety of physical skills to communicate meaning. In epic theatre the actor should choose to exaggerate the use of their body, making everything 'larger than life'. Self - Reflection – Enables you to question your performance work, in a positive way, what you do and why you do it and then deciding whether there is a better, or more efficient, way of doing it in the future. Epic Theatre – A style of didactic drama presenting a series of loosely connected scenes that avoid illusion.

Subject: Learning 4 Life

Year 9: Summer Term 2

Week 1 & Week 2: Recovery Position

Kneel

By the side of your casualty.

Angle arm

Put the arm nearest to you to make a right angle (90 degrees). Palm facing upwards.

Hand to cheek

Bring the arm furthest away across the chest and place the back of their hand against the cheek nearest to you- hold it there.

Knee bend

With other hand, bend their far knee up so that the foot is flat on the floor.

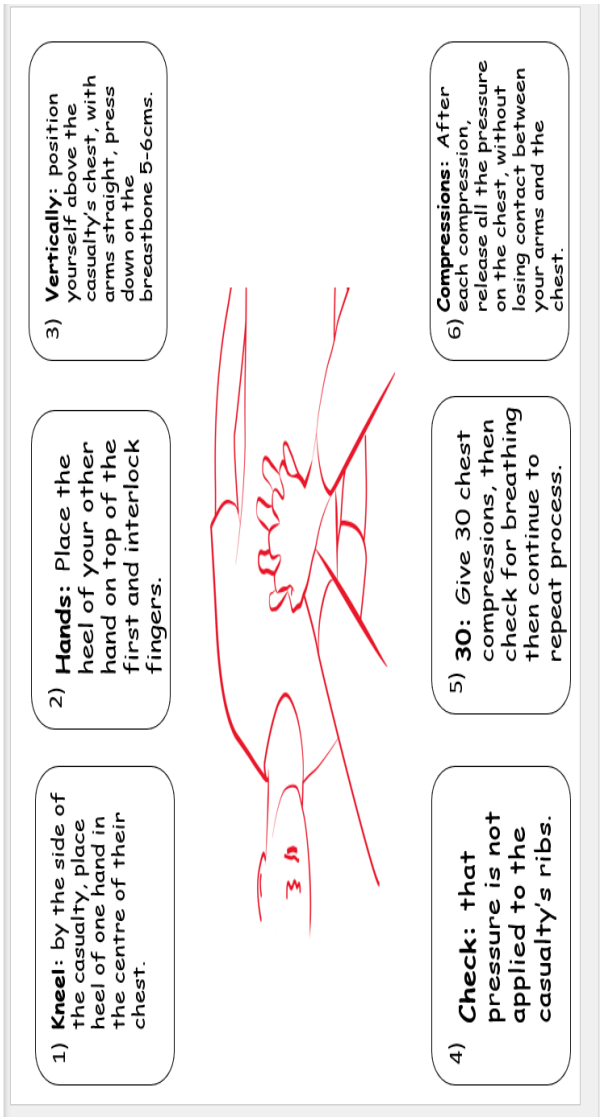
Knee pull

Pull on the knee to roll the casualty towards you onto their side. Adjust them as necessary.

Ensure airway is open

Recheck breathing, call 999/112.
Stay and monitor casualty until help arrives.

Week 3 & Week 4: CPR



Week 5 & Week 6 & Week 7: Bleeding & Choking

Signs and symptoms of someone bleeding:

Signs Something you can see.	Symptoms The casualty can tell you how you are feeling.
Pain and blood at site of the injury. Pale skin. Rapid pulse or heart rate. Distress and anxiety. Bruising and swelling. Lack of response.	Feeling faint. Feel lightheaded. Feel fuzzy / foggy. Feel dizzy. Feel sick.

Choking

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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