



Minsthorpe Community College

Knowledge Organiser Year 9 – Autumn Term 1

Name:

P&A group:

Knowledge Assessment: Thursday 22nd October 2026 – Period 2

Vision

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

Motivation ♦ Commitment ♦ Care



Subject: Personal Development

Week 2 & Week 3: Fundamental British Values

Fundamental British Values (FBV) are a set of **five** core **standards** defined by the UK government to promote a **safe, inclusive** society and **prepare** citizens for life in modern Britain

	Democracy – in the UK all citizens over the age of 18 have the right to vote in local and national elections to elect our representatives in the Council or Government. For example: although, you are not yet old enough to vote in elections, you are openly invited to take part in local Youth Parliament. At MCC you will take part in student voice where you are able to share views.
	Mutual Respect – to always be polite, kind and respectful to others regardless of differences. For example: you may disagree with another about the best film, song, food but can discuss this in a polite and sensitive way.
	Tolerance – to recognise that other individuals may have different traditions, interests and views and to accept this. For example: one person may be an avid fan or supporter of one sporting team and another the rival team without it causing any upset, tension or issue, they can continue to be friends.
	Individual Liberty – in the UK we have the freedom to make choices and have viewpoints different to others. For example: you can decide if you wish to attend a place of worship or choose not to eat meat and become a vegetarian.
	Rule of Law – laws that are in place to keep citizens safe and maintain order. For example: school rules – BE FAIR EVERYWHERE to prevent accidents and help everyone to stay safe.

Week 4 & Week 5: FBV in action and BE FAIR

At MCC the rules are in place to ensure that the **5 British Values** are clear.

BE FAIR EVERYWHERE

Follow instructions first time

Be polite to others

No mobile phones



Arriving at and leaving college

Do not gather at the front of site



Toilets

One person in a cubicle



Canteens and social areas

Clear your table



Moving around the college site

Walk quietly and safely

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 Every student Every lesson Every day

RULE of LAW – the expectations that we have around site and in classrooms to keep everyone **safe** and **able to learn**. Ensuring that mobile phones do not disrupt learning and **reduce online risks** to students.

BE FAIR

Be here & on time

Equipment

Follow instructions

Actively listen

Involve yourself

Respect

If late, apologise and sit down silently.

Pencil case on your desk immediately.

First time: Listen, write, read and speak.

Pens down, eyes forward and sit properly.

Be ready to respond. Work quietly / silently.

Silence when others are talking. Wait to be asked to speak.

Start of lessons

1. Enter the room **calmly**
2. Go **directly** to your seat and sit down
3. Begin the **initial learning activity**
4. Answer your name **politely** for the register

End of lessons

1. Return resources to the directed location
2. Stand **silently** behind your chair
3. Once the teacher dismisses you, **calmly** leave the room
4. Do **NOT** take out your mobile phone

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 Every student Every lesson Every day

They also ensure that everyone is **RESPECTED** and that this is demonstrated at all times. We expect students to show **Care** and **TOLERANCE** to each other. You will be given opportunities to share your views in a **DEMOCRATIC** way through student voice activities. Your **INDIVIDUAL LIBERTY / rights** are respected and the **RULES** in place ensure that all are **treated equally**.

Revision Strategies

Below is a reminder of the steps you can follow to carry out the Look Cover Write Check Correct strategy to complete your Knowledge Organiser home learning.

The steps of this strategy are outlined below;

-  **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.

Here is an example of what a box in your workbook should look like when you have completed this strategy.

You can clearly see where the work has been checked and corrections have been made.

English

Heroes and Villains

Hero - a person who is admired for their courage or qualities + or achievements.

Villain - a character whose evil actions or motives are important to the plot. ✓

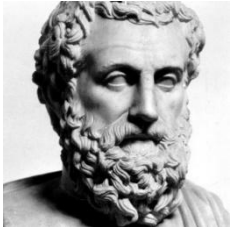
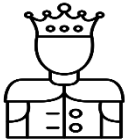
Civilisation - the most advanced way of life for a group of people living together. ✓

Society - a group of people living together + - in the same community

Iambic pentameter - a line of verse each consisting of one short syllable + - followed by one long syllable.





Subject: English		KPOW: How is suffering presented at the end of the tragedy?	Year 9: Autumn Term 1
Week 2 & Week 3: Aristotle's Tragic Conventions		Week 4 & Week 5: The Tragic Hero	Week 6, 7 & 8: Tragic Themes & Dramatic Devices
 Tragedy: 1. a play dealing with tragic events and having an unhappy ending, especially one concerning the downfall of the main character (protagonist) e.g., "Shakespeare's tragedies". 2. an event causing great suffering, destruction, and distress, such as a serious accident, crime, or natural catastrophe e.g. "a tragedy that killed 95 people". Aristotle's Definition of Tragedy: Aristotle was a famous Greek philosopher whose text "Poetics" noted several conventions (rules) that tragedies should follow.  In summary, Aristotle's idea of a tragedy involves a noble character who suffers due to a personal mistake or weakness, which induces pity and fear in the audience, and leads to a cathartic experience. According to Aristotle, tragedies are made up of <i>three</i> main elements:  Hamartia: a character's tragic or fatal flaw that leads to their downfall.  Anagnorisis a character's realisation of their fatal flaw or mistakes.  Peripeteia: a sudden or unexpected reversal of circumstances; the point of no return.		Tragic Hero: a main character in a story or drama who, despite possessing virtuous traits, has one or more personal flaws that lead to a downfall.   Typically, a tragic hero should begin the tragedy with a high rank or status.  Tragic heroes will often suffer from hubris, which means excessive pride. This blinds them to their flaws and causes their downfall. The hero's tragic mistake or flaw leads to:  Suffering: the protagonist and other characters must suffer as a result of the protagonist's mistakes. This creates: Pathos: a feeling of sadness and/or sympathy for a character or situation created by the writer. The hero's downfall causes: chaos and disorder in which the natural order will be overturned. - the death of the protagonist, most likely causing the death or hurt of others along the way. The death of the tragic hero should create feelings of pity and fear in the audience, leading to a catharsis- an emotional release for the audience. 	Tragic Themes:  Fate: the development of events outside a person's control, regarded as predetermined by a supernatural power. In any tragedy, fate always ensures that tragedy will occur despite the best efforts of the protagonists; it creates a feeling on inevitability (that their death cannot be avoided). Motif: a recurring symbol, theme or idea in a literary text e.g., motif of time. Destiny: noun: the events that will happen to a particular person or thing in the future; the hidden power believed to control future events; fate. Vengeance: noun: revenge; punishment or retribution for an injury or wrong Dramatic Devices (devices used in plays and performance) Soliloquy: an act of speaking one's thought aloud when alone, regardless of any hearers, especially by a character in a play. Situational irony: a type of irony where the opposite of what is expected happens, resulting in humorous or tragic consequences. Juxtaposition: the fact of two things being seen or placed together with contrasting effect. Prologue: a separate introductory section of a literary, dramatic, or musical work.





Subject: Maths	KPOW: Equations & Inequalities	Year 9: Autumn Term 1
Week 2: Algebra Review	Week 3: Algebra Review	Week 4: Equations & Inequalities
Keywords: Expression: Numbers, symbols and operators grouped to show the value of something. They do not have an equals sign. Equation: When two expressions are equal, they always have an equals sign. Identity: An equation that is true no matter what values are chosen. Identities have this symbol $\equiv$. Expressions $2a$ means $a + a$ or $2 \times a$ $a + 2$ means 2 more than a a^2 means $a \times a$ The value of the expression depends on the value of the variables. We can find the value by substituting. For example If $a = 2$ substitute into $3a + 1$ $= 3 \times a + 1$$= 3 \times 2 + 1$$= 6 + 1 = 7$ Collecting Like Terms To simplify expressions, we collect like terms. For example $2a + 3b + 4a - b \text{ simplifies to } 6a + 2b$$2a + 4a = 6a$$3b - 1b = 2b$	Expanding brackets To expand brackets, multiply each term by the number outside the brackets. For example Expand $2(y - 4) = 2y - 8$ y -4 2 y -4 2 $2y$ y -4 2 $2y$ $2 \times y = 2y$ $2 \times -4 = -8$ Factorising Factorise means to put into brackets. For example: Factorise $8x + 4$ $8x$ $+4$ 4 $8x$ $+4$ 4 $8x$ $4 \times 2x = 8x$ $4 \times 1 = 4$ ANSWER $4(2x + 1)$ Check your answer by expanding the brackets.	Equations Bar models help us understand equations. This bar model shows: $2a + 3 = 15$ 15 a a 3 To solve an equation, rearrange to get letters on one side and numbers on the other. 15 a a 3 $2a = 15 - 3$ 12 a a $2a = 12$ 6 a $a = 6$ Inequalities An inequality compares two values. $=$ Equal $\neq$ Not equal $<$ Less than $\leq$ Less than or equal to $>$ Greater than $\geq$ Greater than or equal to To represent on a number line $\circ$ $\bullet$



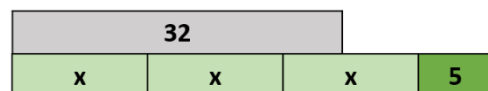


Subject: Maths

Week 5: Equations & Inequalities

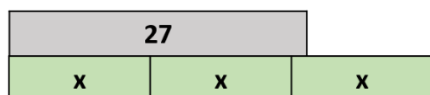
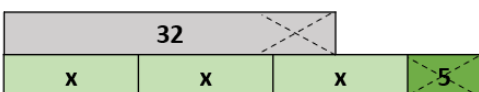
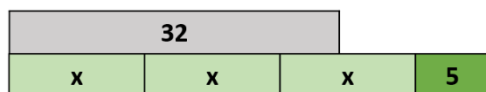
We can use bar models to solve and understand inequalities.

For example

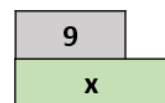


This bar model shows $3x + 5 > 32$ because 32 is represented by the shorter bar.

Solve an inequality in the same way we solve an equation.



Therefore $3x > 27$



So $x > 9$. Therefore, for any value of x greater than 9, the value of $3x + 5$ will be greater.

KPOW: Equations & Inequalities

Week 6: Quadratics

Quadratic expression

The Standard form of a quadratic expression is

$$ax^2 + bx + c$$

a , b and c can be any number.

Substituting into a quadratic

Substitute $x = 4$ into

$$x^2 + 2x - 6$$

$$= (4^2) + (2 \times 4) - 6$$

$$= 16 + 8 - 6$$

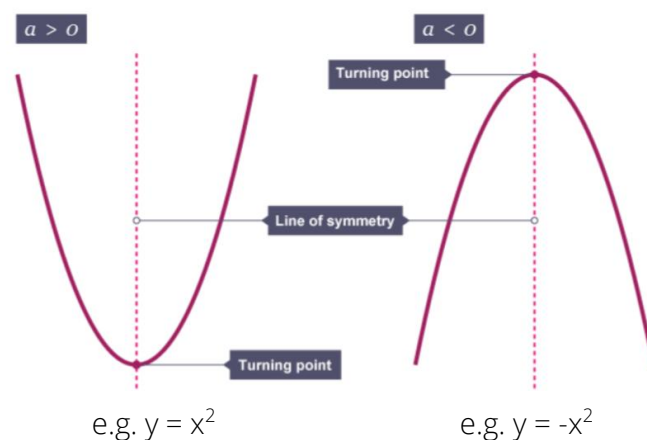
$$= 18$$

We can substitute different x -values into a quadratic to find coordinates for the graph.

Quadratic graphs

The shape of a quadratic graph is called a parabola.

Graph of $ax^2 + bx + c$



Year 9: Autumn Term 1

Week 7 & 8: Quadratics

Factorised form

Quadratic expressions can often be written in the form $(x + a)(x + b)$

For example

$x^2 + x - 6$ can be written in the form $(x + 3)(x - 2)$

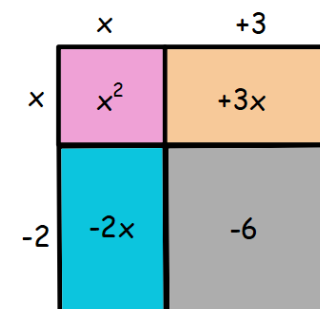
In algebra, we don't need to write the multiply sign. This still means $(x + 3) \times (x - 2)$.

Expanding double brackets

We can use an area bar model to expand quadratic expressions written in the factorised form and express them in the standard form.

For example

Expand $(x + 3)(x - 2)$



$$= x^2 + 3x - 2x - 6$$

$$= x^2 + x - 6$$

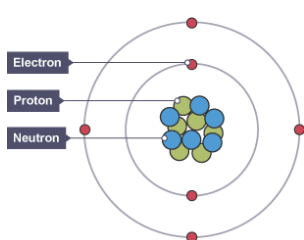
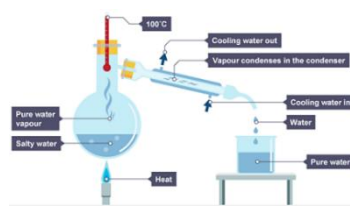
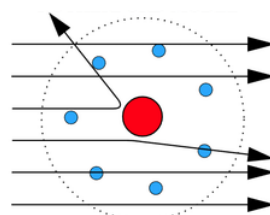
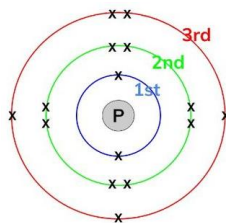
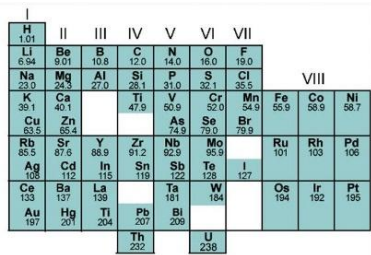
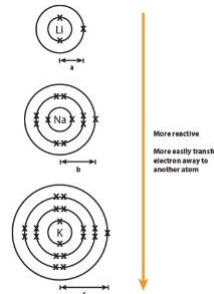




Subject: Biology	KPOW: Week 8B MTA	Year 9: Autumn Term 1
Week 2: Microscopy (RP)	Week 3: Cell differentiation	Week 4: Cell cycle and mitosis
Keyword definitions Resolution - The ability to see more detail, as you can more easily tell apart 2 separate points on an object. Magnification - Increasing the image size of an object you are looking at to see more detail (make it look larger). Focus - Moving the specimen closer or further away from the objective lens to render a sharp image. $\text{Magnification} = \frac{\text{Image Size}}{\text{Actual Size}}$ To calculate magnification, you divide the image size (in mm) by the actual size of the object (in mm).	Keyword definitions A stem cell is a cell with the potential to develop into many different types of cells in the body. Cellular differentiation - the process in which a stem cell changes into a different type of cell. Fertilisation - The fusion of male and female sex cells (gametes) to form a zygote.	Keyword definitions Replicate - To make an exact copy of something or reproduce something. Mitosis - A type of cell division that results in two daughter cells that have the same number and kind of chromosomes as the parent cell. Chromosome - A thread like structure found in the nucleus of cells, these contain the genetic information. The image above shows mitosis that results in two diploid cells (one with a full set of chromosomes)
Week 5: Stem cells and therapeutic cloning	Week 6: Prokaryote and culturing bacteria	Week 7 & Week 8: Diffusion and active transport
Keyword definitions: Embryonic stem cell - Are found in embryos and are completely undifferentiated. Adult stem cell - Can only differentiate into a limited number of related cell types. Meristem - Are regions of un specialised cells in plants that are capable of cell division. A clone is a genetically identical plant or animal.	Keyword definitions: Prokaryote - A simple cell that does not have a nucleus. Culturing is the process of growing microorganisms or tissues in a controlled way. Contamination is the unwanted addition of microorganisms to something. This can affect the results of an experiment or cause potential health hazards. This agar plate has been contaminated.	Keyword definitions Concentration - The amount of substance in a defined space. For example: amount of substance in 1g or 10ml. Diffusion is the movement of a substance from an area of high concentration to an area of low concentration. The diagram above shows active transport, this is the movement of dissolved molecules into or out of cell through a membrane from region of lower concentration to a higher one.



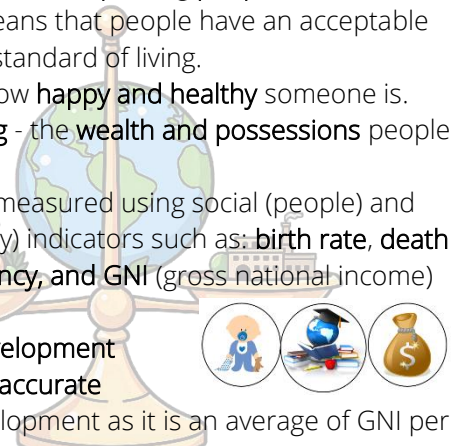
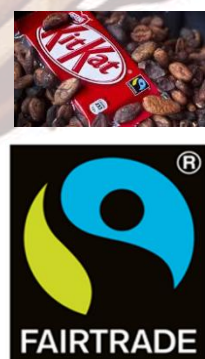


Subject: Chemistry	KPOW: Separating Mixtures	Year 9: Autumn Term 1
Week 2: Atoms, Elements, Compounds	Week 3: Mixtures and Separations	Week 4: Models of the Atom
Keyword definitions Atom - The smallest unit of matter. Element - A type of atom (each element is made of only one type of atom). Compound - Two or more different elements chemically bonded together. Atoms make up everything around us. They are made of subatomic particles called protons, electrons, and neutrons.  Atoms can be organised into different elements such as Carbon or Hydrogen, based on how many protons they have.	Keyword definitions Mixture - A substance made of two or more different elements not bonded together. Filtration - A technique used to separate an insoluble solid (like sand) from a liquid. Evaporation - A technique used to separate a soluble solid (like salt) from a liquid). Chromatography - A technique used to separate different parts of a mixture. Distillation is a common separation technique used to separate a liquid from a soluble solid (or another liquid with a different boiling point). 	Keyword definitions Nucleus - The central part of the atom, which contains protons and neutrons. Indivisible - Something which cannot be divided or broken down into small parts. Scattering - When particles or waves are spread out in different directions after going through a medium. Ernest Rutherford's nuclear model was supported by his alpha scattering experiment. His conclusions were: - Most of the atom is empty space. - The nucleus is positive. - Most of the mass is found in the nucleus, so it is very dense. 
Week 5: Electron Structure	Week 6: Development of the Periodic Table	Week 7 & Week 8: Groups of the Periodic Table
Keyword definitions: Subatomic particle - Something found within an atom, like an electron, proton or neutron. Shell - The place when electrons are found, orbiting the nucleus. When filling out the electrons on an atom, you should always follow these rules: - Start with the 1st shell (inner shell) - Always fill a shell fully before moving on to the next shell - The 1st shell can hold up to 2 electrons, the 2nd and 3rd shell can hold up to 8 electrons each. 	Keyword definitions: Property - Something that describes how a substance behaves, a characteristic. Period - A row of the periodic table (horizontal). Dmitri Mendeleev was a Russian chemist who had the idea to leave gaps in his periodic table when the properties didn't match, assuming that there were more elements not yet discovered that would fit in the gaps. Discovery of elements such as Gallium proved him right. 	Keyword definitions Trend - When something increases/decreases in a certain direction. Reactivity - How likely a substance is to react with another substance. Group - A column of the periodic table (vertical). Different groups in the periodic table have different patterns of reactivity as we go down the table. This is due to their electron structure. E.g. as we go down Group 1, it is easier for bigger elements to lose an electron, so they become more reactive. 



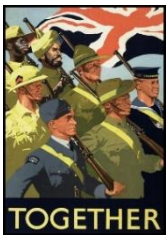
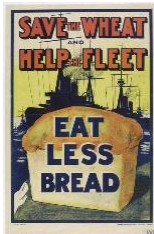




Subject: Geography		KPOW: Development	Year 9: Autumn Term 1										
Week 2: Global Development		Week 3: Causes of the Development Gap	Week 4: Consequences of the Development Gap										
Development is about improving people's lives. Development means that people have an acceptable quality of life or standard of living. Quality of life - how happy and healthy someone is. Standard of living - the wealth and possessions people have. Development is measured using social (people) and economic (money) indicators such as: birth rate, death rate, life expectancy, and GNI (gross national income) per capita. HDI (Human Development Index) is a more accurate measure of development as it is an average of GNI per capita, health and education. HDI is scored 0-1, the closer to 1 the more developed a country is. 		The Development Gap - the widening difference in levels of development between the world's richest (High Income Countries) and poorest (Low Income Countries) countries. This has led to inequality between countries in terms of poverty and wealth, as well as in people's wellbeing and access to things like jobs, housing, and education. Inequality - the idea that different people experience different standards of living and quality of life. Many factors affect the development status of a country. These may fall under historical, economic, or physical causes. 	The three most important resources on the planet are food, water and energy. Some countries have more of these than others and this causes inequalities. Inequalities in food causes food insecurity (not enough food for the population). This can cause famine as crops may fail this means that people become malnourished. Some countries rely on aid from charities and other countries to help its population. Health Inequalities: In India, over half a million children under 5 die from diarrhoea every year. This is caused by a lack of safe water, poverty, and available healthcare. The UK does not suffer from the same illnesses as they have access to safe water, less poverty and access to more doctors. 										
Week 5: Globalisation and TNCs		Week 6: Geography of Chocolate	Week 7 & Week 8: Reducing the Gap										
Globalisation is the spread of ideas around the world. Developments in technology such as transport and the internet has led to globalisation. Transnational Corporations (TNCs) are companies that have many factories in LICs across the world, whereas their headquarters are often in a HIC.  <table><tr><th>Advantages of TNCs</th><th>Disadvantages of TNCs</th></tr><tr><td>Employment</td><td>Poor working conditions</td></tr><tr><td>Taxes to the government</td><td>Low pay</td></tr><tr><td>Education</td><td>Environmental pollution</td></tr><tr><td>Training/skills</td><td></td></tr></table>		Advantages of TNCs	Disadvantages of TNCs	Employment	Poor working conditions	Taxes to the government	Low pay	Education	Environmental pollution	Training/skills		Chocolate is made from cocoa, sugar, and milk. Cocoa beans come from the cocoa tree which can only be grown in places with a tropical climate. The beans are grown and harvested by farmers and ground into cocoa power and shipped around the world to make chocolate. Most of the world's cocoa comes from Ghana and Cote d'Ivoire. Fairtrade is a global organisation that helps farmers in LICs get a fair price for the crops and goods that they sell. This will hopefully help the farmers work their way out of poverty and help the country they live in to develop. 	The United Nations (UN) is an organisation of 192 countries. It aims to bring nations together to prevent future conflict. In 2015, a set of 17 targets called the Sustainable Development Goals. They were created to help reduce the development gap.  Other ways countries are trying to develop is through tourism; this is a way to attract people into your country to see what it has to offer. In doing this, many jobs are created, and people spend in your country, both add to the economy therefore government spending can occur to develop the country. Week 8 – Development KPOW
Advantages of TNCs	Disadvantages of TNCs												
Employment	Poor working conditions												
Taxes to the government	Low pay												
Education	Environmental pollution												
Training/skills													





Subject: History		Year 9: Autumn Term 1
Week 2: Causes of World War One	Week 3: Joining Up	Week 4: The Nature of Warfare - Presentations
Long Term Causes: Militarism - European countries were increasing the size of their armies and navies. Alliances - Triple Entente = Britain, France and Russia. Triple Alliance = Germany, Austria-Hungary and Italy. Imperialism - European countries were competing to see who had the biggest empire (group of countries ruled over by another country). Nationalism - Some countries thought they were better than other countries. Short Term Cause: The assassination of Franz Ferdinand. 28th June 1914. The heir to the Austro-Hungarian throne was shot by a Serbian terrorist. This led to the outbreak of World War One because of the alliance system. 	Recruitment: At first, huge numbers of people volunteered to fight. When the numbers started to drop, the government used propaganda posters to encourage more men to join up. Pals Battalions were created. This meant people would fight alongside friends and neighbours, rather than strangers. Conscription: By the summer of 1916, the number of volunteers dwindled. As a result, the government introduced conscription - any man aged between 18 and 41 could be forced to join the army. Some men believed that war was wrong under any circumstances and refused to join up. They became known as conscientious objectors. There were around 16,000 conscientious objectors. 	Battle of the Somme: July – November 1916 - Led by General Haigh, the British launched an attack on German lines along the River Somme. The Germans lost 500,000 men, the British and French lost 620,000. Battle of Gallipoli: April 1915 – January 1916 - An Allied plan for Australian and New Zealand troops to distract the Turkish army from British troops landing further down the peninsula. Battle of Verdun: February – July 1916 - The French defended the fortress of Verdun against the German army. The Germans lost 400,000 men, the French lost 620,000. Battle of Ypres: A series of battles between October 1914 and October 1918. Between the German and Allied armies. By the end of the five engagements, casualties may have been more than one million..
Week 5: Empire Soldiers	Week 6: The Home Front	Week 7 & Week 8: Consequences of WWI
The war involved people from all over the world. Great Britain, Germany, Russia and Austria-Hungary all ruled empires. Their colonies sent supplies, food and soldiers to help in the war effort. Britain's colonies sent over two and a half million men to fight. India sent the most soldiers. At that time, India included modern day Pakistan and Bangladesh. Colonies as far away as Canada, Australia, New Zealand, South Africa and Rhodesia (which is now Zimbabwe) also sent thousands of soldiers. That meant that Britain had soldiers from five different continents: Europe, North America, Australasia, Asia and Africa. 	The war did not just involve soldiers, sailors and airmen. People left at home had their part to play too. Defence of the Realm Act (DORA): This law gave the government powers to do whatever they felt was necessary to win the war. They could take over mines, railways and shipyards, control newspapers and radio. Britain was short of food so rationing was introduced to make sure food was equally shared out. Each person was allowed a set amount of butter, sugar, bacon, ham and so on. The government issued posters showing people how to recognise German aircraft, warning them to take cover if they spotted an enemy aircraft. 	Female Suffrage: Groups such as the suffragists and the suffragettes had been campaigning for women to have the vote for years. During the war, women did the jobs of the men who had gone to fight. This led to some women getting the vote in 1918, followed by all women over 21 in 1928 with the Representation of the People Act. The Treaty of Versailles: Determined to avoid another war, the Allies met to decide what to do next. The Big Three were David Lloyd-George (Great Britain), Woodrow Wilson (USA) and Georges Clemenceau (France). They drew up the Treaty of Versailles which set out the terms Germany had to agree to. These included reducing their army and paying £6,600 million in reparations (payment for war damages). 





Subject: DT - Hospitality and Catering

Week 2 & Week 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.
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 4 & Week 5: Hospitality Theory

Type of provider	Definition	Examples
ACCOMMODATION	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: Autumn Term 1

Week 6, Week 7 & Week 8: 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: Autumn Term 1
Week 2 & Week 3:	Week 4 & Week 5:	Week 6, Week 7 & Week 8
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  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. In order to achieve this, design use the 6 Rs of sustainability. Recycle - Reprocess a material or product and make something else. Re-use - Use a product to make something else with all or parts of it. Reduce - Cut down the amount of material and energy you use as possible. Refuse - Don't buy a product if you don't need it or it's bad for environment. Rethink - Design in a way that considers people and the environment. Repair - When a product breaks down or doesn't work, try to fix it.	Globalisation Building a worldwide network of communication, transportation, and trade. Global Production This term is used to describe how one product can be produced all over the world. Advantages Makes products cheaper, therefore lower cost for consumers. Disadvantages Carbon footprint (environmental) & ethical/moral considerations. Product Manufacture CAD Design - Computer aided designs can be e-mailed from one side of the world to the other. Transportation Ships, lorries and sometimes aeroplanes are used to transport products and components around the world. Just-in-time Manufacturing Just-in-time manufacturing is when materials/ components are ordered so they arrive just as they are needed. Advantages The company does not have to pay for large amounts of stock in one go. Disadvantages There is no spare finished product available to meet unexpected orders.	Materials - Timbers Hardwoods Come from deciduous trees & grow slowly. Ash, beech, oak, mahogany, more expensive Softwoods Come from evergreen trees & grow quickly. Cedar, Scots pine, Parana pine, Spruce. 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.  Materials - Fibres Natural Fibres – From plants or animals. Manufactured fibres – Combined with chemicals.  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. 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





Subject: DT - Textiles	KPOW: EOM Test	Year 9: Autumn Term 1
Week 2 & Week 3: Mobile Phone Holder	Week 4 & Week 5: Market Push & Technology Pull	Week 6, 7 & 8: New Technologies & their Impact
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)	This drives the development 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'.	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 2 & Week 3: Reaction Time

Definition - Reaction time is the time it takes to respond to a stimulus.

Example - A sprinter would need a good reaction time to respond quickly to the starter's gun. This would give the sprinter an advantage of getting into their running strides quicker than their fellow competitors.



KPOW: Key Words

Week 4 & Week 5: Agility

Definition - Agility is the ability to change direction at speed whilst maintaining control.

Example - A basketball player would need agility to be able to dribble around defenders without the ball being stolen. A footballer would also use agility to dribble around defenders without being tackled.



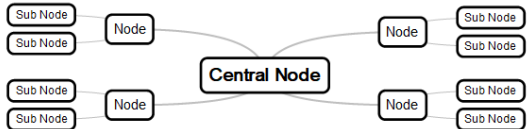
Year 9: Autumn Term 1

Week 6, Week 7 & Week 8: Power

Definition - Power is the ability to do strength performances quickly. To have power, you must have both strength and speed together.

Example - A boxer would need power to throw strong punches quickly. This would give the boxer a greater chance of knocking out their opponent. A weightlifter would also need power to move the weights quickly into their desired position.



Subject: Computing & Digital Media	KPOW: Digital Graphics	Year 9: Autumn Term 1
Week 2 & Week 3	Week 4 & Week 5	Week 6, Week 7 & Week 8:
Keywords: Audience: The group or groups of people that a product is aimed at. Client Brief: The person or company that you are creating the product for.	Keywords: Mind map: A pre-production document to quickly generate ideas. Mood board: A pre-production document that will give a mood or feel for a product.	Keywords: Visualisation Diagram: A pre-production document that will show a rough sketch of what the final product will look like. Assets: This can be a video, image or sound file and is an item that is used to create a product.
A client brief is a document that outlines the requirements that a product must meet. A client brief can include information on: • Product type and purpose • Audience and genre • Content • Timescales • Budget Almost all media products are aimed at a specific target audience rather than everyone on earth. This means that they are designed with a particular group of people in mind. These can be broken down into the following categories: • Age – This could be a group of people e.g. primary children, people over 40 etc. • Gender – products may be targeted mainly at one gender e.g. females or at both genders. • Income – Products may be targeted at people with different levels of income (how much they earn). • Location – products are likely to be aimed at people in particular places. • Ethnicity – Products may be aimed at a particular race, religion, or culture.	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 of 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 	Before a final product is produced, a visualisation diagram is created to show what the product will look like. If the client is happy with this then the design team can create the product digitally. A visualisation diagram would include: • Dimensions – e.g. height and width of product. • Concept sketch – the main graphic to be produced. • Annotations – to explain colour, fonts and layout  Assets are anything used to create an original graphic, such as shapes, colours, text and images. These need to be collected or created before the main product can be produced. The client may also provide some assets such as a company logo.



Subject: Music

Week 2: Romantic Music

The **Romantic period** was a time in music from **1820- 1900**. It was after the **Classical period (1750-1820)** which you studied in year 8



Tchaikovsky (1840 – 1893)

The most famous Romantic composer is **Pyotr Ilyich Tchaikovsky**, who composed famous works such as *The Nutcracker*, *Sleeping Beauty* and *Swan Lake*



Celesta

Made famous by **Tchaikovsky** with his song '*dance of the sugar plum fairy*' an instrument that looks like a piano but **sounds like bells**. Instead of strings, it has **metal bars** that are hit by hammers when keys are pressed



Symphony

A **long** piece of music that is played by an **orchestra**

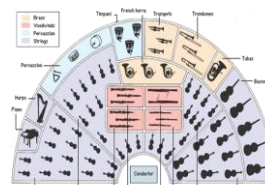


KPOW: Classical 2

Week 3 & Week 4 & Week 5: 20th Century Music

The **20th Century** was between **1900 – 2000s**.

Classical music in this period **wasn't** as popular as genres such as **Rock n Roll, Jazz, Blues** and many more were gaining popularity



The main difference between Romantic music and 20th Century classical music was Romantic was more **expressive** and **structured** and 20th century classical music was more **experimental** and **freer**



Stravinsky: (1882–1971)

The most famous 20th Century composer was **Igor Stravinsky**, who revolutionised music with bold and dramatic pieces like *The Rite of Spring*



Recording Technology

The invention of recording equipment in the **1920s** changed how music was heard, making it more **accessible** and allowing for new forms of **musical expression**



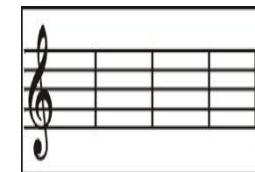
Year 9: Autumn Term 1

Week 6 & Week 7 & Week 8:

Theory & Assessment

Staff

A set of **five horizontal lines** and **four spaces** that tells us which note we should be playing



Notes are placed **on the lines** and **in the spaces** to indicate their pitch. **Higher positions** indicate higher pitches notes and **lower positions** indicate lower pitches notes



Treble clef

This symbol tells us we are playing/singing **higher notes** It's used for:

- The **right hand** on the piano
- High pitched** instruments like the violin, flute, and trumpet
- Singers with **higher voices**



Bass Clef

- The **left hand** on the piano
- Low pitched** instruments like the cello, bass guitar, and tuba
- Singers with **lower voices**





Subject: Art

Week 1 & Week 2: Baseline

Keywords and definitions

- Cultural - social traits, beliefs, ideas, possessions that characterise your community and time period.
- Composition – the way in which different elements in an artwork are combined or arranged.
- Natural form – objects or elements found in nature.
- Celebration - expressions used to commemorate or symbolise various forms of festivity.

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



KPOW: Cultures – Day of the Dead

Week 3, 4 & 5: Artist page

Artist Research – Tim Burton

- An America writer, producer, director, animator and illustrator.
- Gothic horror influences his work.
- His style is so unique it has created a new word “Burtonesque”.



Year 9: Autumn Term 1

Week 6, 7 & 8: Development

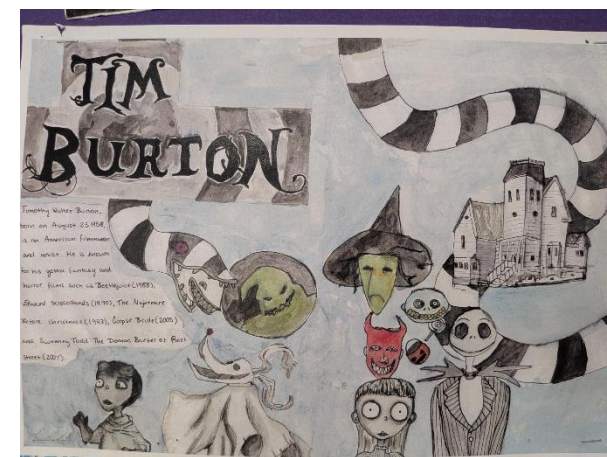
Research age development.

Create a page all about the artist Tim Burton. Think about the **layout** carefully. This page is very important as it will form the basis of the next stage of your project.

Change the size of images, overlap and add pencil colour using your knowledge of colour blending.

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

Layout – The arrangement of elements on a page usually referring to specific placement of image, text and style.





Subject: Drama	KPOW: Pantomime	Year 9: Autumn Term 1
Week 2 & Week 3	Week 4, Week 5 & Week 6	Week 7 & Week 8
Introduction to Pantomime Pantomime – Is a production which involves music, jokes, and slapstick comedy. It is typically based on a fairy tale and usually performed around Christmas.  Proscenium Arch Stage- This type of stage is where the audience sits on one side only and the frame around the stage is called the proscenium arch.  Stock Characters– Characters that represent a specific stereotype. Hero/Heroine Villain Good Fairy Side kick Dame	Skills and techniques of Pantomime Slapstick Comedy – Slapstick is a type of physical comedy that uses exaggerated actions, timings, and practical jokes for comedic effect. Narration - Narration is when an actor speaks the commentary over the action happening in the drama. Direct Address - When an actor directly addresses the audience and breaks the 4th wall.  Acting skills and characteristics • Practical Jokes • Chases • Repetition • Exaggerated body language • Improbable Situations	Bringing the narrative Simple Plot – Pantomimes typically use an easy-to-follow plot with plenty of recognisable characters. This makes the stories easy for audiences of all ages to enjoy. Audience Participation – The active involvement of the audience during a live performance. The audience are encouraged to shout catch phrases to the actor's mid performance.  Audience awareness – the position you stand on stage. A vital skill in Pantomime so the audience can see body language and facial expressions clearly. Peer Feedback – Enables the performer to improve their work, based on feedback of strength and weaknesses.





Subject: L4L

Week 2 & Week 3: Keywords

Please learn the following keywords & definitions:

Offensive weapon	An article made or adapted for use for causing injury.
Law	System of rules which a particular country or community recognises.
Conviction	Act or process of finding someone guilty of a crime.
Decalogue	Greek term for list of ten – Ten Commandments.
Illegal	Forbidden by the law.
Stimulants	Classification of drugs which speeds up messages to the brain / body.
Misconceptions	View / opinion that is incorrect based on faulty understanding.
Sofa Surfer	Person sleeping at various friends or family homes.
Statutory	Required or permitted.
Respect	Regard for the wishes or rights of others.
Seva	Hindu / Sikh concept of selfless service.
Salvation Army	Christian organisation with 1.7 million followers worldwide.

Week 4 & Week 5: Ten Commandments

The Commandments in order:

1. You shall have no other Gods before me.
2. You shall not make idols.
3. You shall not take the Lord your God's name in vain.
4. Remember the sabbath day and keep it holy.
5. Honour your mother and father.
6. You shall not murder.
7. You shall not commit adultery.
8. You shall not steal.
9. You shall not bear false witness against your neighbour.
10. You shall not covet.

Where have the commandments originated from?

The Ten commandments are also known as the Decalogue, a Greek term meaning list of ten. They were established by Moses. Moses led his people out of Egypt and slavery, however with such a large group of people, in facts thousands of people, there was bound to be unrest, therefore there needed to be rules, laws, guidance for people to follow.



Moses was given the 10 commandments by God. These gave people a code of living together in peace.



Today Jews and Christians still follow these commandments. The commandments are also a basis for rules and laws in other countries, for example, do not murder and do not steal.

Year 9: Autumn Term 1

Week 6 & Week 7 & Week 8: Laws & Age Limits

Age	What you can do
10	You are criminally responsible for your own actions.
14	You are responsible for wearing a seatbelt.
16	You can enlist in the Armed Forces with parental consent.
16	You can consent to heterosexual and homosexual sex.
17	Hold a drive license.
18	Buy tobacco and vapes.
18	Vote in elections and be on jury service.

Some laws have changed.



In 2000, the law was changed so that homosexual couples had the same rights as heterosexuals to consent to sex at 16. Previously

In England, you could marry at the age of 16 with parental consent, however this was increase to 18 in 2023.

October 2021, the National Lottery increased its age of participation from 16 to 18 for lottery tickets as well as scratch cards.





Sparx Reader

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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