



Minsthorpe Community College

Knowledge Organiser Year 9 – Autumn Term 2

Name:

P&A group:

Knowledge Assessment: Wednesday 18th December 2024 – Period 2

Vision

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

Motivation ♦ Commitment ♦ Care



Look

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



Cover

Cover it with your hand or a piece of paper.



Write

Write it out from memory.



Check

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



Correct

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





Subject: English

KPOW: How can I create pathos in my own writing?

Year 9: Autumn Term 2

Week 1 & 2: Noughts and Crosses Context

Week 3 & 4: The terrorist attack narrative writing.

Week 5, 6 & 7: Act 2 and the Ending

Key conventions of tragic texts:

Suffering: the protagonist and other characters must suffer because of the protagonist's mistakes.

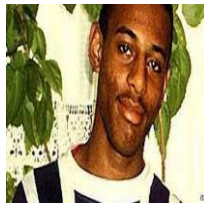
Chaos and Disorder: the natural order will be overturned, and violence is always the result.

Death: A tragedy always ends with the death of the protagonist, but others are also hurt and killed along the way.

Key learning points:

CON/WM Malorie Blackman was inspired to write Noughts and Crosses by the Stephen Lawrence case.

He was a black British teenager who was killed in an unprovoked racist attack. Previously, she had avoided writing about race, even though as a black writer, people often expected her to write about racial issues.



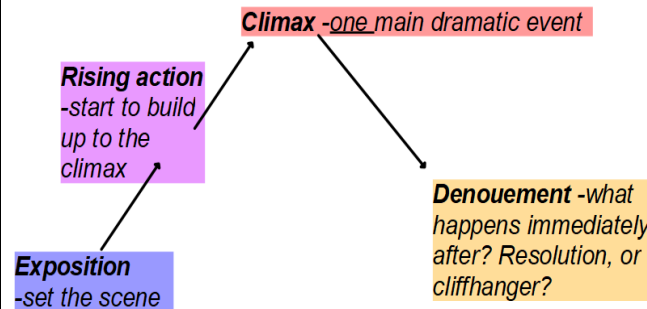
Key Vocabulary:

Inferior: being low in power or status.

Superior: being higher in power or status.

Pathos: when a writer creates a feeling of sadness and/or sympathy for a character or situation.

Structure for descriptive writing:



Key skills: Descriptive writing

AV - Ambitious vocabulary. Use the best vocabulary you can. Use sensory descriptions to create pathos and use your glossaries at the back of your book to help.

CD - Crafting devices. Use metaphors, personification, onomatopoeia, repetition, alliteration etc. to make your writing more engaging and vivid. Avoid cliches like 'quiet as a mouse'.

STRUC - Structure. Your writing must have a clear beginning, middle, and end. Use the structure given above. You must plan your work before you start writing. Make a structural link between your last paragraph and your first.

Key learning points:

CON -The Death Penalty

The death penalty is when a convicted criminal is executed by the legal system for their crimes. It wasn't fully abolished in the UK until 1998, although the last time it was used in the UK was in 1964. In N&C, Ryan almost receives the death penalty for terrorism.



Key words and definitions:

Justice: fair behaviour or treatment.

Conflicted: having or showing confused or opposing feelings.

Dramatic monologue: a speech made by a character in a play, usually expressing their feelings.

Inevitable: an adjective describing something that is going to happen.

Key conventions of tragic texts:

Time: in Noughts and Crosses, Blackman shifts forward in time two and a half years, to show just how much Callum and Sephy's lives have deviated from each other.

Fate: in any tragedy, fate always ensures that tragedy will occur despite the best efforts of the protagonists. In Noughts and Crosses, Callum misses Sephy's letter by a matter of seconds, meaning he never hears her plan to run away together.





Subject: Maths

KPOW: Fractions, Decimals & Percentages

Year 9: Autumn Term 2

Week 1: Fractions, Decimals & Percentages

Key Words

Fraction: shows how many parts of a whole you have.

Decimal: uses a decimal point followed by digits that show a value smaller than one.

Percent: out of 100.

Converting between Fractions, Decimals and Percentages.

To convert percentage to fractions and decimals start by writing them as a fraction out of 100.

e.g. $34\% = \frac{34}{100} = 0.34$

When you have converted to a fraction you then need to simplify.

e.g. $\frac{34}{100} = \frac{17}{50}$

Here are some useful conversations you need to know:

F	D	P
$\frac{1}{100}$	0.01	1%
$\frac{1}{10}$	0.1	10%
$\frac{1}{5}$	0.2	20%
$\frac{1}{4}$	0.25	25%
$\frac{1}{2}$	0.5	50%
$\frac{3}{4}$	0.75	75%

Week 2 & 3: Prime Factorisation

Keywords:

Product: The result of multiplying numbers together.

Factor: A number that divides exactly into another number.

Prime Number: A number with exactly 2 factors, 1 and itself.

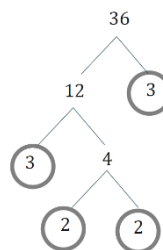
Prime factors

Every number can be written as a **product** of its prime factors.

Here is a prime factor tree for 36.

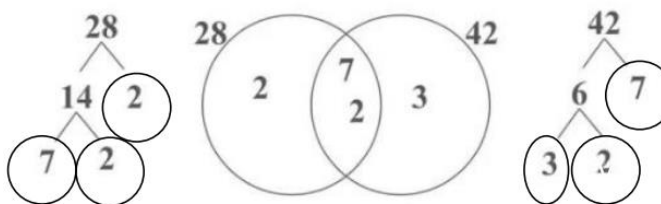
36 as a product of its prime factors:

$3 \times 3 \times 2 \times 2 = 3^2 \times 2^2$



Highest Common Factor and Lowest Common Multiple.

By putting two numbers, prime factors, into a Venn diagram we can find their HCF and LCM.



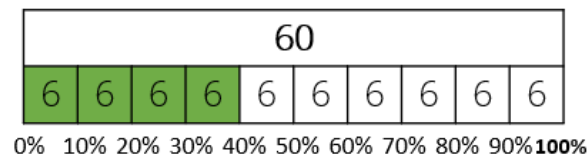
The HCF is the product of the numbers in the intersection. e.g. $7 \times 2 = 14$. HCF of 28 and 42 = 14.

The LCM is the product of all the numbers in the Venn. e.g. $2 \times 2 \times 3 \times 7 = 84$ LCM is 28 and 42 = 84

Week 4: Percentages

Percentages of amounts

To find percentages of amounts, use a **bar model**.



For example

Find 40% of 60:

10% of 60: $60 \div 10 = 6$

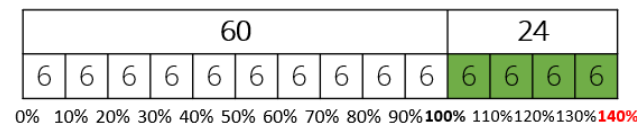
40% of 60: $6 \times 4 = 24$

Percentage increase and decrease

We can also **increase** or **decrease** quantities by a percentage.

For example

To **increase** 60 by 40% you can either calculate 40% of 60 then add it to the amount:



$40\% \text{ of } 60 = 24$

Increase 60 by 40%: $60 + 24 = 84$

OR you can use a **decimal multiplier**. An **increase of 40%** is the same as finding **140%**:

$140\% = \frac{140}{100} = 1.4$

$1.4 \times 60 = 84$





Subject: Maths

KPOW: Fractions, Decimals & Percentages

Year 9: Autumn Term 2

Week 5 & Week 6: Growth and Decay

Week 7: Maths and Money

Key Words

Compound Growth: Where interest is calculated on both the original amount plus previous interest.

Interest: An amount of money charged for borrowing or earned for saving.

Repeated percentage change.

You can use indices to calculate repeated percentage change.

e.g. A car costs £10000. Its value depreciates at a rate of 2% per annum. What will its value be after three years?

Each year the cars value decreased by 2%, so we multiply by 0.98.

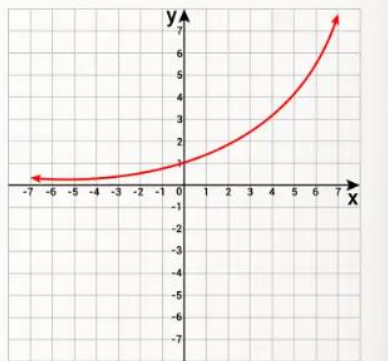


This can be written as

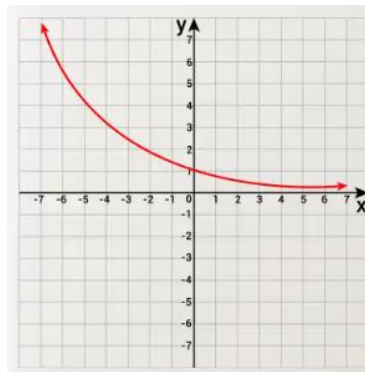


Graphs of Compound Growth and Decay.

Compound change graphs are non-linear. The graphs of compound interest and decays are exponential, this means they will continue to increase/ decrease in proportion to their current value.



Compound Growth



Compound Decay

Key Words

Debit: An account entry showing a reduction.

Credit: An account entry showing an increase.

Annual: Once a year.

Wage: Payment for work based on hours worked.

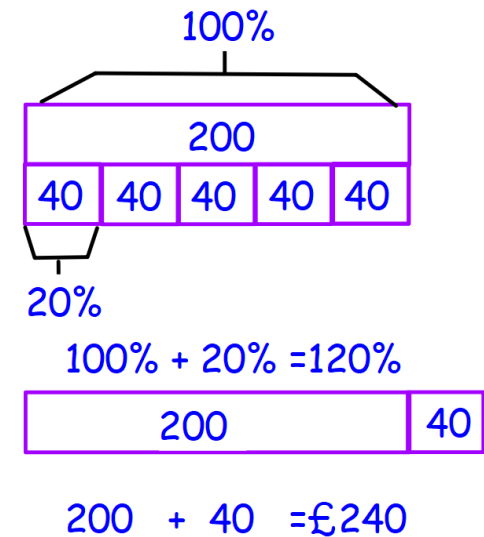
Salary: Payment for work based on a fixed amount per month or year.

Tax: A compulsory amount or percentage from an individual or company paid to the government for public spending.


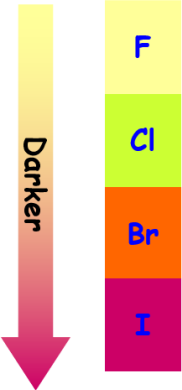
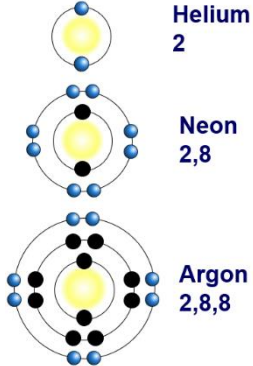
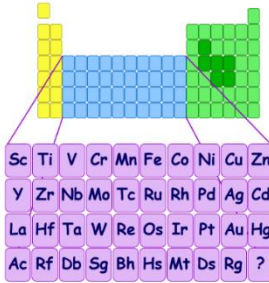

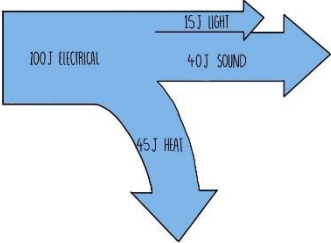
Value Added Tax (VAT)

VAT is a tax paid on most goods and services. In the UK this is usually 20%.

E.g. A washing machine costs £200 plus VAT. What is the total cost?





Subject: Chemistry & Physics	Assessment- Week 5	Year 9: Autumn Term 2
<p>Week 1: Group 1 elements & properties</p> <p>Keyword definitions Alkali metal - An element found in Group 1 of the periodic table (leftmost column). Reactivity - How likely an element is to react with another one. Density - How much mass per unit volume of a material.</p> <p>Group 1 contains elements such as Lithium, Sodium and Potassium. They are dull, have a low density, and are so soft; they can be easily cut with a knife. They are brighter on the inside, but once cut, they react with the oxygen in the air and become dull again.</p> 	<p>Week 2: Group 7 elements & properties</p> <p>Keyword definitions Halogen - An element found in Group 7 of the periodic table. Diatomic - An element which is always found in molecules of two identical atoms.</p> <p>Group 7 contains elements such as Chlorine and Bromine. As you go down the group, elements get gradually darker, and the melting and boiling points increase.</p> <p>All these elements have 7 electrons in their outer shell, so they all react in a similar way.</p> 	<p>Week 3: Group 0 & properties</p> <p>Keyword definitions Inert - An element which is unreactive: doesn't react very easily. Fluorescent - A substance which emits light after absorbing radiation (such as UV).</p> <p>The noble gases (elements found in Group 0) are called as such because they never react with other elements. This is because all their electron shells are full, so they do not need to gain any more electrons.</p> 
<p>Week 4: Transition metals</p> <p>Keyword definitions: Malleable - A material which can be bent into a different shape. Lustrous - A material which is bright and shiny.</p> <p>Transition metals are found in the middle block of the periodic table, between groups 2 and 3. Some examples of transition metals are Iron, Copper and Gold. They are very commonly used in construction and electronics due to their properties.</p> 	<p>Week 5: Energy Stores</p> <p>Keyword definitions: Kinetic energy - The energy of moving objects. Thermal energy - Energy in the form of heat. Chemical potential energy - The energy found in food, fuels, and batteries. Gravitational potential energy - The energy of objects at height. Elastic potential energy - The energy of stretched, bent, or compressed objects.</p> <p>Energy is the ability to do work (such as moving, heating something up or lifting an object). Energy can be found in different "forms" which are called energy stores.</p> 	<p>Week 6&7: Conservation of energy</p> <p>Keyword definitions Conservation - When a quantity (like energy or mass) remains constant and doesn't change over time. Closed system - A system in which there is no net transfer of energy in or out.</p> <p>Energy can be transferred from one store to another, however it can never be created or destroyed. This means that if a system starts with 100J of energy, it will also end with 100J of energy, although some might be wasted.</p> 





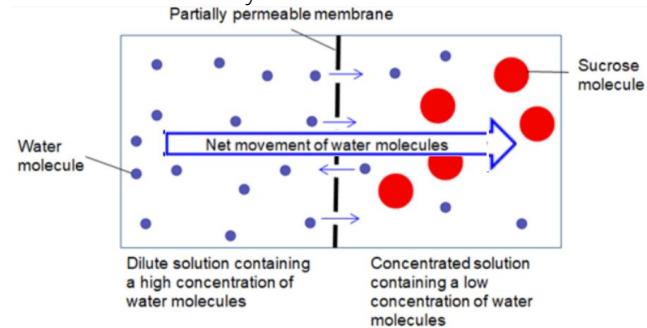
Subject: Biology

Week 1: Osmosis

Keyword definitions

Osmosis- The net movement of water molecules from areas of high to low concentration of water through a partially permeable membrane.

Hypotonic - A solution that contains more water and less solutes when compared to a cell, causing water to move into the cell by osmosis.



Assessment Week 5

Week 2: Digestive system

Keyword definitions

Digestion - A process of breaking down large insoluble substances into small soluble molecules to be absorbed into the bloodstream.



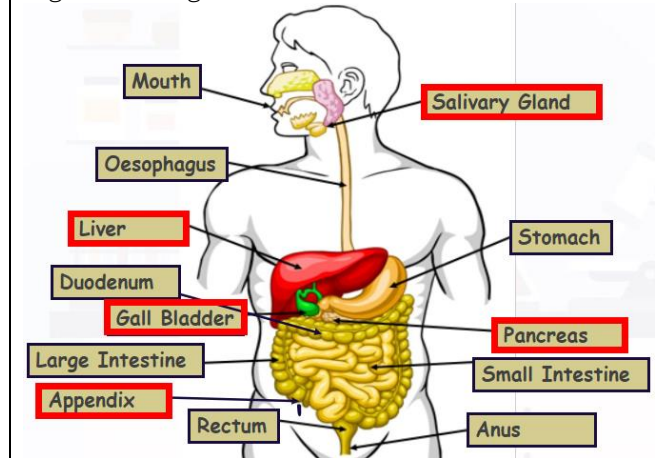
The digestive system converts the foods we eat into their simplest forms, like **glucose** (sugars), **amino acids** (that make up protein) or **fatty acids** (that make up fats).

Year 9: Autumn Term 2

Week 3: Digestive organs

Keyword definitions

Digestive system – A group of organs that work together to digest and absorb food.

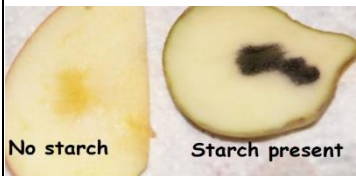


Week 4: Food tests

Keyword definitions:

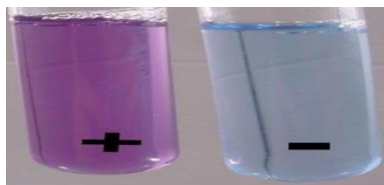
Food tests – Conducting experiments to determine what chemicals are present in different foods.

Accuracy - How close the measurement is to the true value.



Iodine turns black in the presence of starch.

Biuret turns purple in the presence of protein.

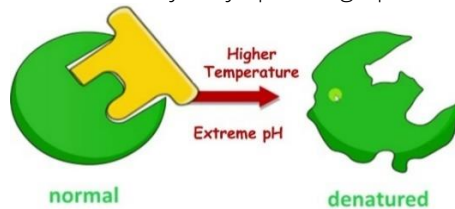


Week 5: Enzyme action

Keyword definitions:

Precision – How close your measurements are to each other.

Enzyme - A protein produced by a living organism that acts as a catalyst by speeding up reactions.

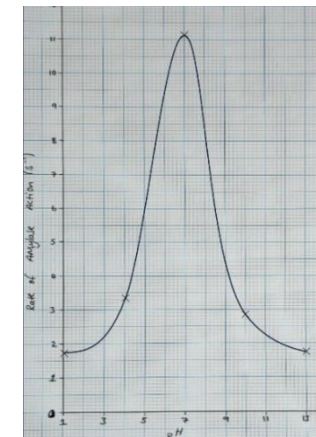


Enzymes can “denature” if the temperature goes too high, or if the pH goes too acidic or too alkali. This causes the structure of the enzyme to change, which changes the active site, so the substrate (surface) no longer fits.

Week 6 and 7: Investigating enzyme action

Keyword definitions

Optimum - The optimum pH or Temperature is where an enzyme reaction is at its fastest.



This graph shows that the optimum pH of this enzyme is pH7. We know this because the rate of reaction is at its greatest. Above or below this pH the rate of reaction slows down.









Subject: French	KPOW: Healthy Living Writing	Year 9: Autumn Term 2
Week 1: Food & drink revision	Week 2: Sporting activities revision	Week 3: Recent activities
je mange [I eat] je ne mange pas de [I don't eat any] du pain [bread] je mange assez de [I eat enough of] du fromage [cheese] du poisson [fish] du gâteau [cake] de la glace [ice cream] de la viande [meat] des frites [chips/fries] des fruits [fruit] des légumes [vegetables] Je bois [I drink] je ne bois pas de [I don't drink any] du lait [milk] je ne bois jamais de [I never drink] du thé [tea] du café [coffee] du vin [wine] de l'eau [water]	je suis très actif/active [I am very active] je joue au football [I play football] je fais de la natation [I do swimming] je fais du vélo [I do cycling] je fais de la randonnée [I do hiking] je fais de l'équitation [I do horse riding] je vais au gym [I go to the gym] je vais à la piscine [I go to the swimming pool] j'ai joué [I played] je vais jouer [I am going to play] j'ai fait [I did] je vais faire [I am going to do] je suis allé [I went] je vais aller [I am going to go] c'est bon pour la santé [It's good for your health] je ne fais pas de sport [I don't do any sport] on gagne souvent des matchs [We often win matches] je suis membre d'une équipe de foot [I am a member of a football team]	j'ai aimé [I liked] je n'ai pas aimé [I didn't like] j'ai joué [I played] j'ai marché [I walked] j'ai perdu [I lost] j'ai attendu [I waited] j'ai essayé [I tried] j'ai dormi [I slept] j'étais [I was] j'ai fini [I finished] j'ai choisi [I chose] j'ai retrouvé [I met] il a vendu [He sold] elle a demandé [She asked] on a participé [we participated] on a gagné [we won] nous avons fini [we finished]
Week 4: Smoking, drugs and alcohol	Week 5: Healthy choices	Week 6 & 7: Future lifestyle choices
c'est dangereux [it's dangerous] ...aide à rester calme [...helps you to stay calm] c'est difficile d'arrêter [it's difficult to stop] c'est mauvais pour la santé [it's bad for your health] ça peut tuer [It can kill] on ne connaît pas les dangers [we don't know the dangers] commencer à fumer [to start smoking] prendre des drogues [to take drugs] boire moins d'alcool [to drink less alcohol] vapoter [to vape] j'ai beaucoup de soucis [I'm really worried] je ne suis pas d'accord avec ses choix [I don't agree with his/her choices] malade [ill] fatigué [tired] le médecin [doctor]	pour rester en bonne santé [to stay healthy] pour améliorer sa vie [to improve your life] pour vivre plus longtemps [to live longer] il faut éviter [you should avoid] les drogues [drugs] le tabac [tobacco] l'alcool [alcohol] il est important de [it is important to] il est nécessaire de [it is necessary to] il faut [you should] manger équilibré [eat a balanced diet] faire du sport [do sport] faire de la méditation [do meditation] marcher dans la nature [walk in nature] parler avec ses amis / sa famille [talk to your friends/family]	actuellement [currently] maintenant [now] j'essaie de manger équilibré [I try to eat healthily] je mène une vie saine [I lead a healthy life] à l'avenir / dans le futur [in the future] avant de me coucher [before going to bed] avant d'aller courir [before going running] avant d'arrêter de [before stopping] je vais mener [I am going to lead] je vais manger [I am going to eat] je vais boire [I am going to drink] je vais marcher [I am going to walk] je vais nager [I am going to swim] plus souvent [more often] je ne vais pas fumer [I am not going to smoke] je ne vais pas boire [I am not going to drink]









<p>Subject: Geography</p>	<p>KPOW: World Biomes</p>	<p>Year 9: Autumn Term 2</p>									
<p>Week 1: Characteristics of a Cold Environment</p>	<p>Week 2: Cold Env. – Opportunities & Challenges</p>	<p>Week 3: Managing Cold Environments</p>									
<p>Biome – a large-scale global ecosystem Cold environments experience temperatures that are at or below 0°C for long periods of time, resulting in a short growing season and highly adapted wildlife.</p> <ul style="list-style-type: none"> • Polar environments surrounding the Poles • Tundra areas can be found in areas of Canada and Russia <p>Plants & animals must adapt to the harsh cold temperatures. Polar bears have adapted by having a thick layer of body fat (blubber). This helps them to survive because it is used for insulation to keep them warm in the cold conditions and as an energy source when there is less food.</p> 	<p>Alaska is to the NW of the continent North America and in the country of the USA. A large area of Alaska is north of the Arctic Circle – the Sun never sets here in the summer, but never rises in the winter! Alaska’s extreme cold environment brings both opportunities & challenges for the people living there:</p> <table border="1" data-bbox="864 467 1335 619"> <thead> <tr> <th>Opportunities</th> <th>Challenges</th> </tr> </thead> <tbody> <tr> <td>Fishing</td> <td>Extreme cold</td> </tr> <tr> <td>Mining incl. oil</td> <td>Poor accessibility</td> </tr> <tr> <td>Energy</td> <td rowspan="2">Damage to buildings & infrastructure</td> </tr> <tr> <td>Tourism</td> </tr> </tbody> </table> <p>Alaska’s pipeline – cost \$5 billion and runs 800km north to south over the land surface. It carries 1.8 million barrels of oil a day, but also causes many oil spills that damage the environment</p>	Opportunities	Challenges	Fishing	Extreme cold	Mining incl. oil	Poor accessibility	Energy	Damage to buildings & infrastructure	Tourism	<p><u>Why should we protect cold environments?</u></p> <ul style="list-style-type: none"> - They have a wide range of species who only live in this particular place - The environment is vulnerable to climate change, in particular flooding - Human activities like mining and oil extraction can harm the environment  <p><u>How can we manage cold environments?</u></p> <ol style="list-style-type: none"> 1. Limits on how many people visit & the purpose of it 2. Stop mining/oil extraction or change the way it is carried out. 3. Global action towards climate change like international agreements. For example, The Antarctic Treaty works to protect the Antarctic from damage by humans.
Opportunities	Challenges										
Fishing	Extreme cold										
Mining incl. oil	Poor accessibility										
Energy	Damage to buildings & infrastructure										
Tourism											
<p>Week 4: The Value of the Tropical Rainforest (TRF)</p>	<p>Week 5: Deforestation</p>	<p>Week 6 & Week 7: Managing TRF & KPOW</p>									
<p>The tropical rainforest (TRF) is a biome. TRFs are located in a belt along the Equator. They are hot and wet all year and are very important because they:</p> <ul style="list-style-type: none"> • provide 28% of the world’s oxygen. • are extremely important in the fight against climate change, acting as carbon sinks absorbing carbon dioxide. <p>TRFs are the most biodiverse places on Earth as over 50% of all plants and animals are found in the tropical rainforest.</p> <p>Biodiversity means the range of plants and animals.</p> <p>Many indigenous tribes live sustainably off the land in the TRFs. They hunt & gather all of their own food and make jewellery, tools & even homes from natural resources found in the rainforest.</p>	<p>The Amazon Rainforest is in South America and Brazil has the largest proportion of it. Deforestation means the permanent removal of forest. Deforestation destroys habitats, decreasing biodiversity.</p> <p>Some causes:</p> <p>Agriculture</p> <ul style="list-style-type: none"> • Accounts for 80% of rainforest destruction in Brazil. <p>Mineral extraction</p> <ul style="list-style-type: none"> • 50,000 hectares of Amazon Rainforest have been removed so far • Bauxite, iron ore, gold & copper are mined <p>These activities create jobs and wealth for Brazil.</p> 	<p><u>Methods of managing TRF in a sustainable way:</u></p> <ul style="list-style-type: none"> • Logging & replanting - selective logging of mature trees ensures that the rainforest canopy is preserved. • Ecotourism - this encourages small scale sustainable tourism that creates jobs for local people. • International agreements - agreements to protect TRF have been made between different countries through debt-for-nature swaps. • Creating national parks - strict laws are set up to prevent people altering national parks and any damage done has to be corrected or large fines can be implemented. 									





Subject: History	KPOW: What was life in Britain like between the wars?	Year 9: Autumn Term 2
<p>Week 1: Was the War worth winning?</p> <p>The good: Education Act 1918 – Better education as children had to stay in school until they were 14, people with Special Educational Needs were recognised for the first time. 200,000 new homes built to rent out. 1918 – women over 30 could vote 1928 – women could vote on the same terms as men</p> <p>The bad: 500,000 British soldiers had been killed. Many industries went into decline such as: Coalmining, shipbuilding, and steelmaking. By 1921 2 million people were unemployed in Britain. By 1930 most women were back to doing the same things as before the war.</p> 	<p>Week 2: What was life like in the Roaring 20s?</p> <p>Many social changes took place in Britain in the 1920s much of which was influenced by America. Examples: Cinema became popular with most people attending at least twice a week. Radios were the new must have gadget, providing entertainment at home.</p> <p>Women in the 1920s: For some women, the war had given them greater confidence- they felt less reliant on men. Many women smoked and drank openly, drove motorbikes, and wore heavy make-up.</p> <p>These fashionable young ladies of the 1920s were nicknamed flappers, probably because of how their arms flapped when they danced. However, the working class could not afford the ‘flapper’ lifestyle.</p> 	<p>Week 3: What was life like in the Hungry 30s?</p> <p>After the Wall Street Crash of 1929 in America, Britain was dragged into a depression.</p> <p>Bad: Unemployment was worse in the north-east and Wales with 1 in 5 out of work. The government had to cut the dole (benefits) given out to the unemployed to help with war debt. Protests such as the Jarrow March of 1936 broke out Women were still paid less than men</p>  <p>Good: Single women were protected by employment law Workers in new industries (usually located in the Midlands and the South of England) were doing well, these were usually making new devices e.g. cars and radios</p>
<p>Week 4: Britain and Political Extremism</p> <p>Context: Desperate people will often turn to political extremism, hoping to experience positive change. Did Britain ever turn to Extremism? In short – NO! The country has managed to avoid falling into Dictatorship.</p>  <p>Has extremism ever started to gain popularity? Yes - Introducing Oswald Mosely: He was a charismatic and forceful politician. In 1932, Mosely created a new political party, the BUF – British Union of Fascists. This party was inspired by the likes of the Nazi party led by Adolf Hitler. At its peak, it had 50,000 members. However, it became incredibly antisemitic – Anti-Jewish! A new law during WW2 allowed the arrest of Mosely and the end of the BUF in Britain.</p>	<p>Week 5: KPOW</p> <p>Big Question: Were the experiences in interwar Britain mainly positive or negative?</p> <p>Keyword: Interpretation - A historian's viewpoint of an event based on the evidence they have studied.</p> <ul style="list-style-type: none"> • Some historians argue that: the interwar years were a mixture of good and bad as, not only were they a time of depression, they were also a period when people in Britain were able to expand their experiences and improve their lives. • Others argue that the interwar era was characterised by high unemployment, extremist politics, and the menacing shadow of war. 	<p>Week 6 & 7: Democracy and Dictatorship</p> <p>After the end of the First World War, some countries became dictatorships. This was because they had major issues to deal with and politicians were struggling to sort them out. Britain managed to remain a democracy as most of the political parties agree on how to deal with problems.</p> <p>Democracy: Free elections with a choice of political parties. People have rights, such as, free speech, freedom of religion and the right to form or join political groups.</p> <p>Dictatorship: No elections People have fewer rights, such as, no free speech, a restriction on which religions are allowed and they can only join groups the government allows.</p>





Subject: DT - Food

Week 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 & 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: Autumn Term 2

Week 6 & 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.

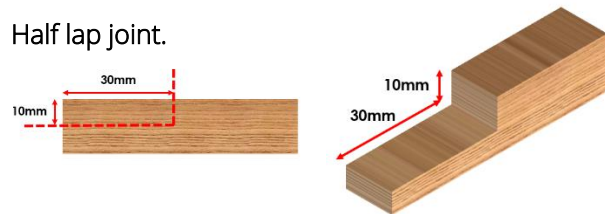
Renewable energy generation

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.

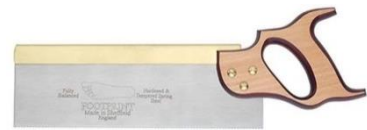
Non-renewable energy generation

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°

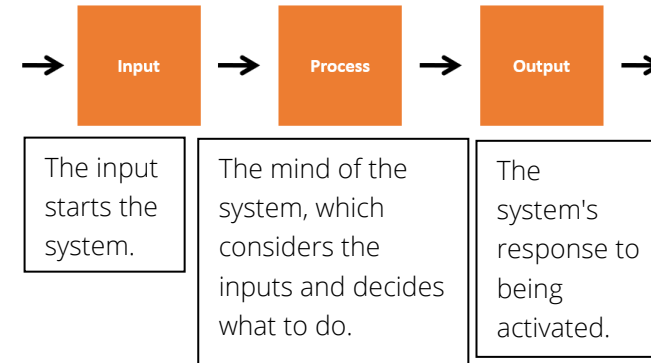
KPOW: Make & Test

Week 3 & Week 4

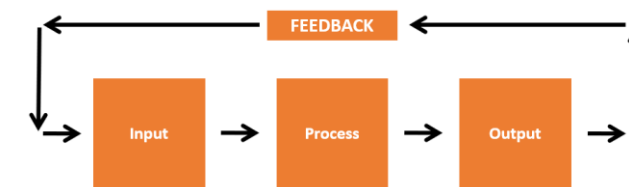
What is an electronic system?

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

Open Loop System

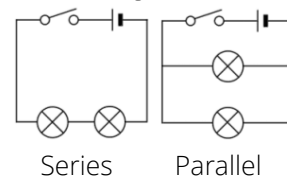


Closed Loop System



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.



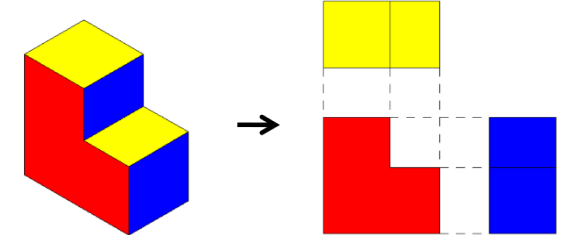
Year 9: Autumn Term 2

Week 5, Week 6 & Week 7

Manufacturing Plan

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

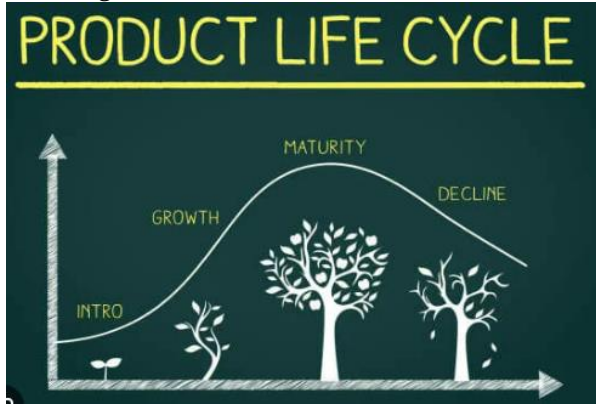




Subject: DT - Textiles

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.



1,000 hours



3 months



2-3 years

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.

Setting standards and regulations in the world

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

The Consumer Rights Act – covers:

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

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

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

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

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



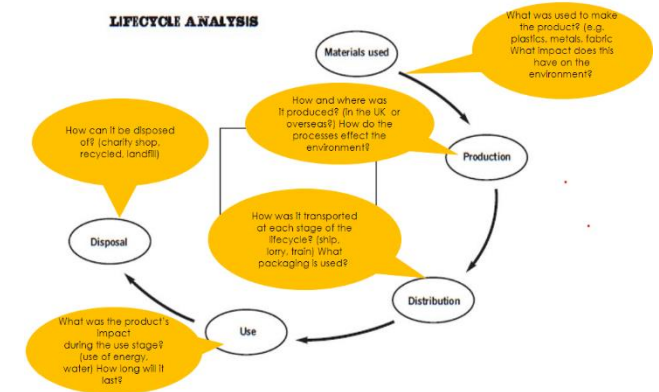
Consumer Rights Act 2015



Year 9: Autumn 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 dyeing it uses lots of water and chemicals which aren't always disposed of safely – dumped into rivers, kills wildlife. Mainly made in Bangladesh, China, India, and Turkey. Workers' rights and pay are unprotected in these countries.

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

Use: Washing and drying artificially – uses energy.

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





Subject: Core PE

Week 1 & Week 2: Mental Benefit

Definition: Exercise releases the hormone 'serotonin' which makes you feel good. Exercise also helps to relieve stress, take your mind off problems, have fun, and reduce boredom.

Example: Joining a local football team will allow you to release serotonin through exercise; you will also be able to create a support network who will help take your mind off problems.



KPOW: Key Words

Week 3 & Week 4: Feel good

Definition: Exercise makes you feel good about yourself. Exercise increases self confidence and self esteem so that you feel better about yourself and life in general.

Example: If you are self-conscious about your appearance, exercise will help to increase muscle tone and decrease body fat levels. This will make you feel better about yourself.



Year 9: Autumn Term 2


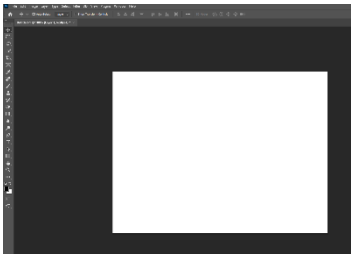



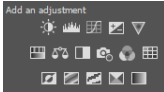
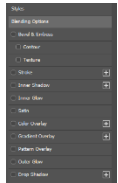


Week 5, 6 & 7: Serotonin

Definition: During exercise, serotonin levels are increased which improves your mood and overall sense of well-being.

Example: Doing any form of exercise will result in the release of serotonin. Exercises such as going on a long, slow jog/ walk are fantastic for releasing serotonin as you are not too tired when finishing, but you have exercised for long periods of time.





Subject: Computing & Digital Media	KPOW: Digital Graphics	Year 9: Autumn Term 2
Week 1 & Week 2	Week 3 & Week 4	Week 5, Week 6 & Week 7
Keywords: Bitmap: A type of graphic made up of pixels.	Keywords: Toolbar: A panel on the side of the screen that holds all the tools you can use.	Keywords: Pre-production Documents: A variety of documents that aid the planning of a project/product.
<p>Photoshop is an application that allows you to create and edit graphics. Below are some key terms that you will regularly come across when using Photoshop:</p>  <ul style="list-style-type: none"> Canvas – The area in Photoshop where you create and edit your images. You can change its size. Resolution – How much detail an image has, measured in pixels per inch (PPI). Higher resolution means clearer images. Layers – Separate sheets in a document that hold different elements (like images or text), allowing you to edit them without affecting others. Dimensions – The size of an image, measured in width and height (like 1920x1080 pixels). This affects how it looks on screens or in print. Transform - Tools that let you resize, rotate, or move a layer or object in the canvas. 	<p>When using photoshop, you will need to familiarise yourself with a variety of tools that you will commonly use:</p> <ul style="list-style-type: none"> Move Tool - The Move Tool helps you pick up and move things around in your image.  Quick Selection Tool - The Quick Selection Tool is like a magic brush that picks out the part of your image you want to keep and removes the rest.  Magic Eraser Tool - The Magic Eraser Tool erases one colour or part of the image with a click, like magic!  Adjustments - Adjustments let you change how your image looks, like making it brighter or changing the colours.  Blending Options - Blending Options let you mix parts of your image and add effects like shadows or glowing lines.  	<p>Mind maps are made up of the following items:</p> <ul style="list-style-type: none"> 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. <p>A mood board is made up of:</p> <ul style="list-style-type: none"> Images - photos, graphics and shapes Fonts – font type and styles Colours – used to show a theme Materials – textures (physical mood board)  <p>A visualisation diagram would include:</p> <ul style="list-style-type: none"> Dimensions – e.g. height and width of product. Concept sketch – the main graphic to be produced. Annotations – to explain colour, fonts, and layout. 





Subject: Music

Week 1 & Week 2: Beatles and Motown (60s)

Motown: A genre of music that was named after a record company called Motown Records.



Motown Records: Founded by Berry Gordy in Detroit, USA in 1959. The company was made up of Black singers, songwriters, musicians, and producers.



Stevie Wonder is a popular Motown artist who became one of the most popular musical artists of the 20th century.

The Beatles were a very famous UK rock band in the 1960s. They were famous all over the world.

There were four members of the band: John Lennon, Paul McCartney, Ringo Starr, and George Harrison. They all came from Liverpool and their huge fan following was known as 'Beatlemania'.



KPOW: 60s and 70s

Week 3 & Week 4: Disco and Punk (70s)

UK Punk emerged around 1976 as a raw, aggressive, and politically charged reaction against those in power.



Popular bands: **Sex Pistols** -
Notable Songs: "Anarchy in the UK," "God Save the Queen" & **The Clash** -
Notable Songs: "London Calling," "Should I Stay or Should I Go".



Disco was a major music genre of the 1970s.

Disco music is quick, lively and is meant to be danced to.



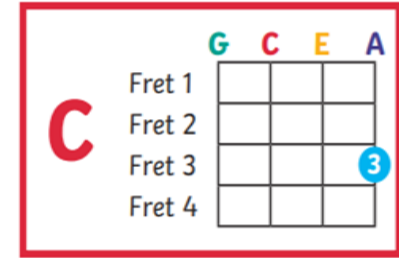
In 1972, a Swedish music group called **ABBA** formed. Their name was taken from the initials of the four members. In 1974, their hit 'Waterloo' won the Eurovision Song Contest.

Year 9: Autumn Term 2

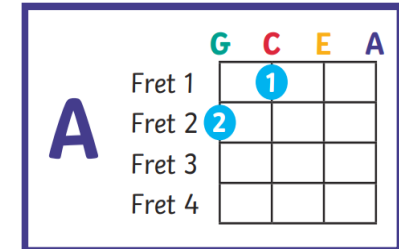
Week 5, Week 6 & Week 7

Ukulele Chords:

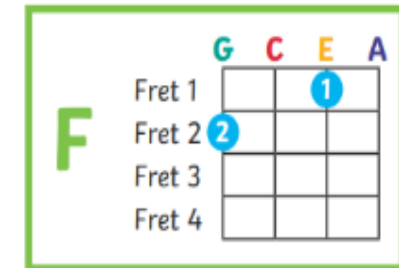
C Major:



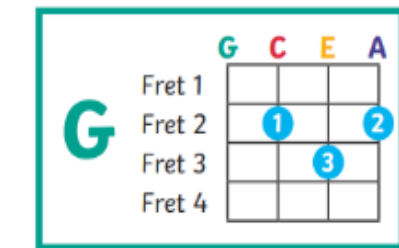
A Major:



F Major:



G Major:





Subject: Art

Week 1 & 2: Topic recap, keywords & Artist

Keywords and definitions

- Consistent – Behave or perform in a similar way.
- Media – The type of material used to make an artwork.
- Abstract – Not representing reality accurately.
- Three dimensional - Something that has height, width, and depth. It can be viewed from all angles and sides.

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”.



KPOW: Cultures – Day of the Dead

Week 3 & 4: Artist page and Development

Artist Research – David Lozeau

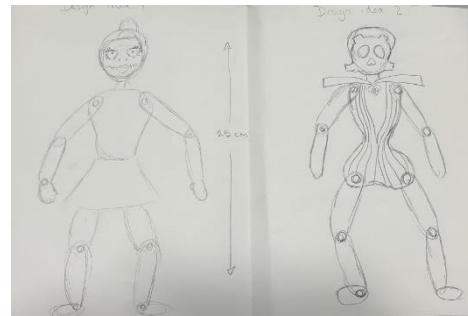
- American artist born in 1975.
- Used mixed media such as Gouache, acrylics, and enamel.
- Work links to the Day of the Dead, using skeletal figures.



Idea Development:

Jointed paper doll designs – begin ideas to create your own jointed paper doll.

- The measurements
- Decorations
- What influences you will use.
- What media you will use.
- What colours you will use.



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Week 5, 6 & 7: Outcome

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

Create a jointed paper doll outcome using your research and the festival, Day of the Dead, as inspiration.





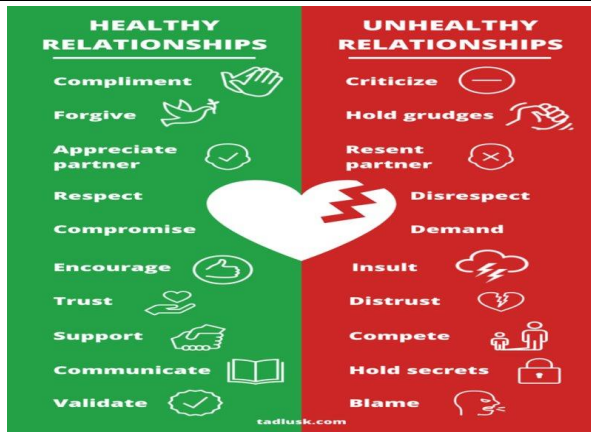
Subject: Drama	KPOW: Pantomime	Year 9: Autumn Term 2
<p>Week 1 & Week 2: Introduction to Cinderella</p>	<p>Week 3, 4 & 5: Exploration of script1</p>	<p>Week 6 & Week 7: Performance</p>
<p>Cinderella – is the heroine of the pantomime. She is a young woman with a big heart, who is mistreated by her Wicked Stepmother and Ugly Stepsisters.</p>  <p>Prince Charming– is the hero of the Pantomime, he is strong well liked and always does the right thing.</p>  <p>The Ugly Sisters– The Dames of the play and the Stepsisters of Cinderella. They are thoroughly mean and selfish.</p>  <p>The Fairy God Mother - is the narrator in the play, she is a kind-hearted character who always makes sure everyone gets the ending that they deserve!</p>  <p>Script- the written text of a play, film, or broadcast.</p>	<p>Set design – Set design is <i>the creation of the physical space in which the action of a performed event takes place.</i></p>  <p>Characterisation- The act of changing your voice, body language, movement, and gestures when in role,</p> <p>Prop- is an object used on stage or screen by actors during a performance.</p>  <p>Rehearsal Process</p> <ul style="list-style-type: none"> • Use rehearsal time effectively • Teamwork • Excellent effort • Contribute ideas to create the best performance. <p>Audience Participation- the active involvement of an audience during a live show.</p>	<p>Proxemics – is how close or near you are to others on stage. This can help to communicate meaning e.g., if your character fears another character, you might stand far away.</p> <p>Comic Timing - is the art of telling a joke so that it lands exactly right. It's using pace and rhythm to heighten the effect of a joke.</p> <p>Audience awareness – the position you stand on stage. A vital skill in Pantomime so the audience can see body language and facial expressions clearly.</p> <p><i>"He's behind you!"</i></p>  <p>Peer Feedback – Enables the performer to improve their work, based on feedback of strength and weaknesses.</p> <p>Performance - an act of presenting a play, concert, or other form of entertainment.</p>





Subject: Learning 4 Life

Week 1 & Week 2: Relationships



The law changed recently to state that a person could only marry or form a civil partnership at the age of 18.

Teenage Pregnancy

In 2021: 13,131 teenagers fell pregnant in England and Wales.

40% of teenage mothers leave school with no qualifications.

However, teenage pregnancy is declining in England. London has seen the biggest fall in conception rates over the last decade, declining by 21%.

The UK is still however the 4th highest in Europe, with teenage pregnancies higher in Bulgaria, Romania, and Slovakia.

How can this be prevented?

In Wakefield and Barnsley, Spectrum offer the C card scheme. This is aimed at 16 – 25-year-olds who can receive free condoms. This is a confidential (private) service.

There are also 9 different types of female contraception available.

Week 3 & Week 4: Knives, Drugs, Smoking

Knives

- An offensive weapon - means any article made or adapted for use for causing injury.
- Points and blades - any article which has a blade or is sharply pointed without good reason or lawful authority shall be guilty of an offence.
- In 2012, the Government introduced NEW Criminal laws regarding Offences that involve violent crime.
- In almost all such cases, Judges MUST now consider imposing a Custodial sentence for such offences. This could be a minimum of 4 months detention and training order.

Drugs

The definition of drugs is a medicine or other substance which has a physiological effect when ingested or otherwise introduced into the body. There are four main categories of drugs whether legal or illegal.

- Analgesics (pain killers)
- Hallucinogens (have visions or hallucinations)
- Stimulants (uppers)
- Depressants (downers)

Smoking

- 1 in 2 smokers will die due to illness caused by smoking.
- On average smokers die 10 years earlier than non-smokers.
- 7000 chemicals in cigarette smoke, at least 250 known to be harmful and at least 69 known to cause cancer.
- Each cigarette for a long-term smoker takes (on average) 11 minutes off their life.

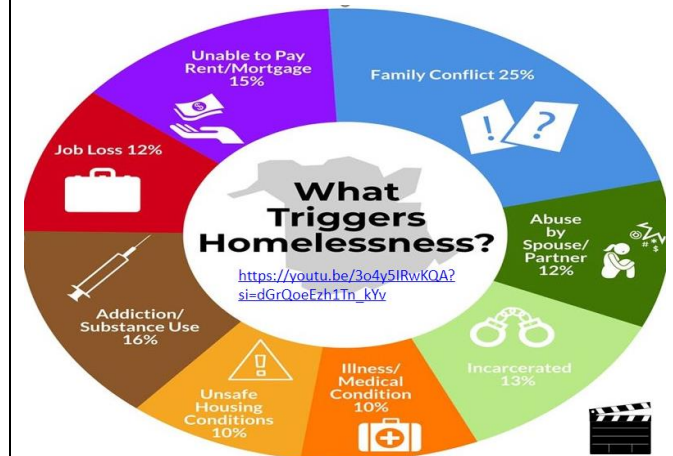
Year 9: Autumn Term 2

Week 5 & Week 6 & Week 7: Homelessness

Types of homelessness

Rough Sleepers 	Most visible and vulnerable, generally face mental health issues and addiction.
Hidden Homeless 	Also known as 'sofa surfers' move around living with different people.
Statutory Homeless 	These people are eligible for assistance from the council. They are unintentionally homeless.

What triggers homelessness?



Help and support.

The Sikh religion has something called seva which is selfless service the concept of helping people no matter what, this includes the homeless providing hot food and blankets.





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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