Year 9 Knowledge Organiser

Half Term 1

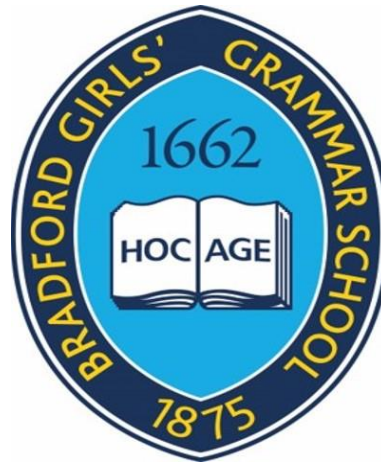# Curriculum Area: Art Half Term: 1   Year: 9

A Environment & Recycling

The Recycling Symbol represents **reducing waste and reusing materials to protect the environment**. It is a universal sign that encourages people to recycle and promote sustainability.

Three Arrows – Represent the **three Rs** of recycling:
1. **Reduce** – Use fewer resources.
2. **Reuse** – Find new ways to use old items.
3. **Recycle** – Convert waste into new products.

Helps **reduce pollution, save energy, and conserve natural resources** by encouraging responsible waste disposal.

B Plastic pollution

Plastic pollution is the buildup of **plastic waste** in the environment, harming **wildlife, ecosystems, and human health**. It happens when **plastic items are not properly disposed of** and end up in oceans, rivers, and landfills.

What do you see in the picture?
What important message is the picture trying to get across?
What can you do to make a difference?

C Observational drawing, Tone, Form

Observational drawing is **drawing what you see in real life**, rather than from a photo or imagination. It focuses on **accuracy, detail, and realism**, improving **hand-eye coordination and artistic skills.**
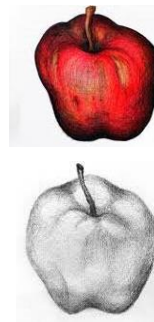
✅ **Tone** – The **lightness or darkness** of a colour or shade, used to create **depth, contrast, and mood** in artwork.

✅ **Form** – The **three-dimensional appearance** of an object, created through shading, perspective, and highlights.

D Key words

<u>Line</u> - a long, narrow mark or band.

<u>Tone</u> - how light or dark something is.

<u>Form</u> - refers to objects that are 3-Dimensional, or have length, width, and height.

<u>Different media</u> - the materials that are used to create a work of art

A Reporting Online Abuse

- Report abuse on the CEOP site
- Child line
- Talk to a trusted adult
- Tell a teacher
- Report behaviour to the social media site

CLICK CEOP
Advice Help Report

B Key Terms

Photopea A photoshop alternative that can be used in web browser
Bitmap A Bitmap graphic is made up of tiny pixels
Vector Made in graphic packages consisting of shapes
Resolution Level of detail of the image measured in dots per inches (dpi)
Pixels Individual dots that make up an image
Image A picture that has been created, copied or stored in electronic form
Import Data pulled from into an application from another source

C Key Terms

Export Allows you to save the image in an image format file
Editing Change or adjust the image that is being worked on
Canvas Window in which image is created or edited
Erase Removing or rubbing out sections
Modify Making partial or minor changes to the image
Filter Allows you to enhance an image i.e. using 3D
Layers Different levels you can place an image on
Crop To Trim an image

D Basic Tools

Brush

Brush tool is a basic artistic tool. It lets us draw strokes with a foreground color onto an existing layer. At the top menu, we can choose the blend mode and the opacity of our strokes.

Pencil

Pencil is very similar to the Brush tool, but it creates sharp edges. Below, you can see the zoomed-in line drawn with the **Brush (on the left)** and with the **Pencil (on the right)**.

Eraser

Eraser tool erases the pixels from an existing layer. We can change the opacity at the top menu, so the pixels will remain partially visible.

Clone Stamp

Clone stamp lets us copy the content from one part of the layer into another part. First, we hold the Alt key and click on the layer, to choose the source of cloning. Then we simply draw strokes in another part, which are filled with the content from the source part. Decrease the Hardness of a brush, so that new strokes have smooth edges, to make a smooth transition between the old and the new content.

E Advanced Tool

Blur and Sharpen

These tools simply blur or sharpen the content of the layer under the stroke. You can change the Strength of the effect at the top menu.
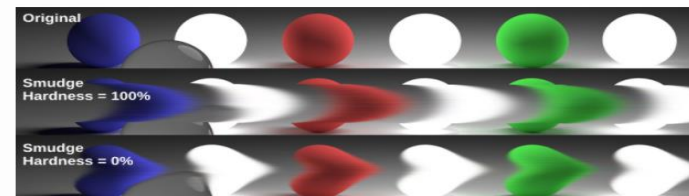
Dodge and Burn

Dodge makes the colors lighter, while Burn makes the colors darker. You can choose the range, to which the effect should be applied (Shadows / Midtones / Highlights) and the strength (Exposure).
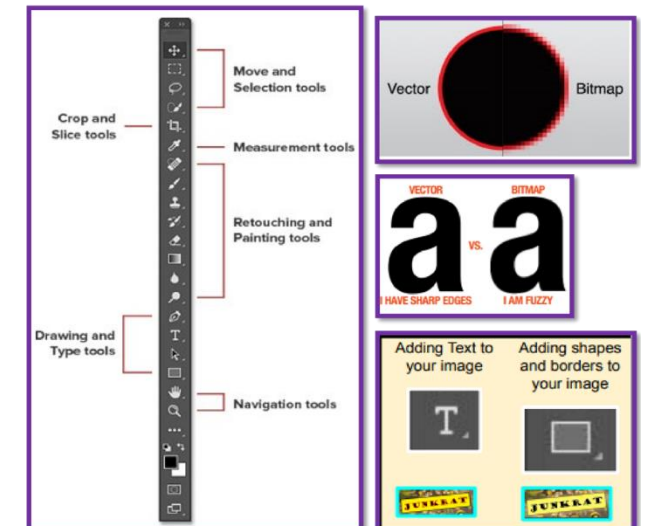
Smudge

The Smudge tool is probably the most advanced these tools. It is the analogy of moving your finger across the wet paint on the painting. You can spread colors to other areas, make object longer or shorter, or move the border between two objects.
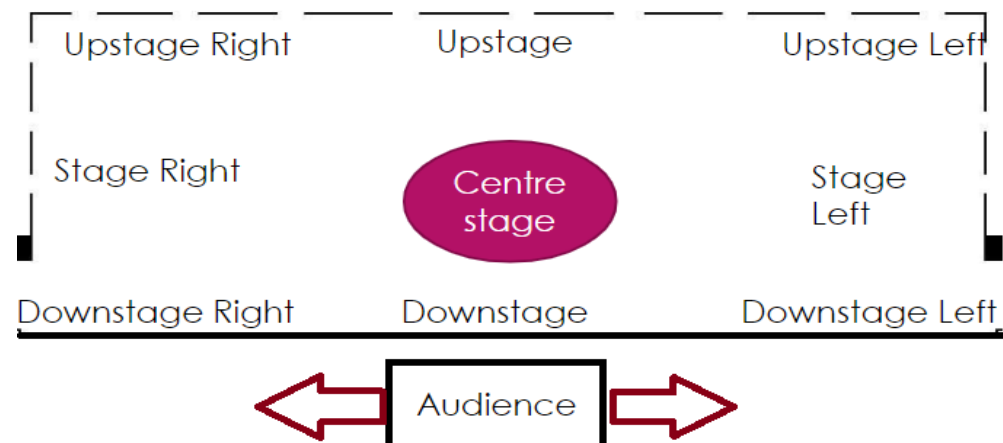
Original

Smudge Hardness = 100%

Smudge Hardness = 0%

F Photopea Tools

Crop and Slice tools
Move and Selection tools
Measurement tools
Retouching and Painting tools
Drawing and Type tools
Navigation tools

Vector   Bitmap

VECTOR   BITMAP
a vs. a
HAVE SHARP EDGES   I AM FUZZY

Adding Text to your image   Adding shapes and borders to your image

A Vocal Skills

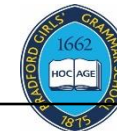| Projection	Raising the volume of the voice so that it can be heard by the audience without shouting.
Articulation	When all the sounds of the words are clearly spoken.
Pitch	How high or low the tone of the voice is.
Emphasis	Emphasising a word with the voice can express something important to the audience.

B Theatrical Terminology

Costume	The clothes that the character wears. These represent the characters personality and the situation that they find themselves in.	
Lighting Design	The lighting of the stage should represent what is going on in the play. Colours represent different things such as mood, location or time of day.	
Prop	An item that an actor uses in the play.	
Set Design	The scenery on the stage. This shows where scene is set.	
Blocking	Walking through the performance mapping out the positioning on stage and use if entrances and exits	

C Understanding the stage space

Upstage Right   Upstage   Upstage Left

Stage Right   Stage Left

Centre stage

Downstage Right   Downstage   Downstage Left

Audience

Curriculum Area: English   *Animal Farm*   Half Term: 1   Year: 9

A. Themes / Big Ideas

Power and Corruption – How power can corrupt those who hold it.

Class and Inequality – The divide between the working animals and the ruling pigs.

Propaganda and Control – The use of language and lies to manipulate.

Revolution and Betrayal – The failure of the animals' rebellion.

Leadership and Tyranny – Napoleon's rise and the shift from equality to dictatorship.

B Settings

Manor Farm / Animal Farm – A fictional farm in England, symbolic of Russia.

The Barn – Where commandments are written and speeches are made.

The Windmill – Represents industrial progress and manipulation.

The Farmhouse – Symbol of power, privilege, and betrayal.

C Key Words

Allegory – A story where characters and events symbolise real-life people and political ideas. *Animal Farm* is an allegory of the Russian Revolution.

Satire – A way of criticising people or society using humour, irony, or exaggeration. Orwell uses satire to mock political leaders and systems.

Totalitarianism – A form of government where one person or group has total control and suppresses freedom. Napoleon's rule becomes totalitarian.

Propaganda – Information, often biased or misleading, used to promote a political cause or point of view. Squealer uses propaganda to control the animals.

Rebellion – An act of resistance against authority or control. The animals rebel against Mr. Jones to gain freedom.

D Key words

Equality – The state of being equal, especially in rights and opportunities. The animals aim for equality but lose it under Napoleon.

Tyranny – Cruel and oppressive government or rule. Napoleon becomes a tyrant, worse than the humans.

Manipulation – Controlling or influencing someone cleverly or unfairly. The pigs manipulate the truth to stay in power.

Commandments – Rules or laws. The animals create commandments to guide their society, but they are changed to suit the pigs.

Irony – When the opposite of what is expected happens. It's ironic that the animals end up worse off than before the rebellion.

Curriculum Area: French | Year 9 | Half Term 1
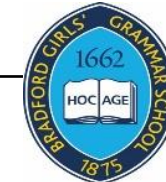
Wk1 Food and drink – Key nouns

le fromage	cheese	l'eau	water
le fruit	fruit	le café	coffee
le gâteau	cake	le thé	tea
le pain	bread	le lait	milk
le poisson	fish		
le poulet	chicken		
la glace	ice-cream		
la viande	meat		
les frites – chips			
les légumes – vegetables			

masculine
le = the, un = a

feminine
la – the, une = a

plural
les = the, des = some

(de + le = du / de + la = de la / de + l' = de l')

Wk2 Food and drink – verbs, meals, saying what we eat and drink

manger	to eat
préparer	to prepare
boire	to drink

Meals

le diner	dinner
le déjeuner	lunch
le petit-déjeuner	breakfast

Sentence building

What we eat/drink at mealtimes

Pour le petit-déjeuner je mange des céréales et je bois du jus

Pour le déjeuner je mange un sandwich au fromage

Pour le diner, je mange du poulet, du riz et des légumes

= For breakfast, lunch, dinner, I eat ..... / I drink ...

Going further → J'essaie de manger/boire = I try to eat/drink

normalement/en général = normally/generally

Wk3 Food and drink - adjectives

délicieux (euse)	delicious
frais (che)	fresh
equilibré (e)	balanced
sain (e)	healthy
malsain (e)	unhealthy
bon (ne)	good
mauvais (e)	horrible
vegan (e)	vegan
végétarien (ne)	vegetarian

Feminine endings in red

c'est bon pour la santé – it's good for your health

Giving reasons

Je mange le poisson parce que c'est sain

Je ne mange pas de viande parce que je suis végétarienne

Je bois beaucoup d'eau car c'est sain

Wk4 Food and drink - Sentence building with likes and dislikes and time phrases

J'aime Je n'aime pas Je prèfère	manger boire (infinitive)	+ food item from box 1 + drink item from box 1

parce que c'est + adjective from box 3 (because it's ...)
parce que je suis végane/végétarienne (because I am ..)

Example sentences: J'aime manger du chocolat parce que c'est délicieux – I like eating chocolate because it's delicious

J'aime boire de l'eau parce que c'est sain = I like drinking water because it's healthy

Sentences with time phrases: Je mange du/de la/de l' + food = I eat + food

+ time phrase (chaque jour/souvent/parfois/rarement (every day/often/sometimes/rarely

→ going further → parce que c'est = because it's + adjective

Wk5 Food and drink - near future tense

Demain matin/soir Le weekend prochain Tomorrow morning/evening Next weekend	je vais + manger/boire I am going + to eat/drink

parce que c'est délicieux/sain/bon/equilibré
because it's delicious/healthy/nice/balanced

Making it negative:
Je ne vais pas manger = I am not going to eat
Je ne vais pas boire = I am not going to drink

parce que c'est mauvais/malsain
= because it's horrible/unhealthy

parce que je suis végane = because I am vegan
parce que je suis végétarienne = because I am vegetarian
parce que je suis musulmane = because I am Muslim

Wk6 Food and drink – past tense (perfect)

Hier/hier soir/le weekend dernier
Yesterday/yesterday evening/last weekend

j'ai mangé (regular –er verb)	I ate (like I have eaten)
j'ai bu (irregular past participle)	I drank (I have drunk)

+ give reasons – look at boxes 3, 4 and 5

WAGOLL: En général, pour le dîner je mange du riz et des legumes parce que c'est sain. Demain soir, je vais manger du fast food parce que c'est délicieux cependant c'est malsain. Je ne mange pas de poulet parce que je suis végétarienne. Hier j'ai mange du gâteau pour féter mon anniversaire. J'essaie de boire 2 litres d'eau chaque jour car c'est bon pour la santé

A
- A tropical rainforest is a biome - A biome contains plant and animal groups, which are adapted to live and survive in that particular environment.
- Tropical rainforests are distributed around the equator between the tropics of Cancer and Capricorn. They are found in continents such as Africa, South America and Oceania
- Most soil is not fertile. Nutrient cycling is very rapid due to the humid conditions that help dead matter to decompose quickly.
- Very wet with over 2,000 mm of rainfall per year – convectional rainfall
- Very warm with an average daily temperature of 28°C. The temperature never drops below 20°C and rarely exceeds 35°C.
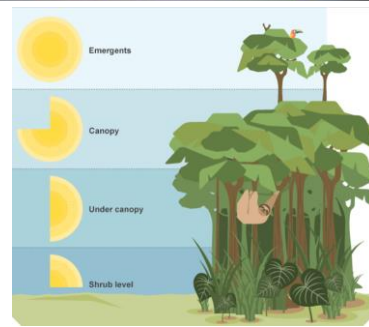
B
- Adaptations are special features that allow a plant or animal to live in a particular place or habitat
- Adaptations include:

Venus fly trap	Get their nutrients from insets rather than poor soil	They catch their prey in their leaves which are wide with short, stiff trigger hairs. Once an object bends these hairs the trap will close.
Pitcher plant	They get their nutrients from insects rather than poor soil	Nectar to lure prey, slippery and waxy so insects can't escape. Filled with fluid that breaks down prey
Drip tip leaves	Points on the end of leaves	Rainwater can quickly run off the leaf without causing damage
Buttress Roots	Thick extensions of the tree at the base	To give the tree support and to access nutrients
Stilt roots	Roots that grow at the tree base	To give the tree stability as roots are shallow
Lianas	Vine with thick woody stems up to 1km long	Attach to trees and reach upwards towards the sunlight to survive. Wind around tree trunk
Epiphytes	Plants that grow without soil	To reach the light from the canopy – nutrients from air and water

C
- Why is the rainforest important?
- **Deforestation** means the removal of trees
- We deforest to:
  - Provide jobs
  - HEP power and dams
  - Land used for agriculture and cattle ranching
  - Mineral extraction
  - Home to indigenous tribes
  - Logging
  - To develop the economy

Why is the Amazon rainforest important?
- Ingredients for medicines
- Combats the emissions we produce
- Provides food and industrial products
- Breathes life into the planet
- Releases oxygen into the atmosphere
- 1 in 10 species lives here
- Stores carbon dioxide (carbon sink)
- Over 1,000 indigenous tribes
- Regulates the planet's atmosphere
- Reduces erosion and flooding
- Richest forest in terms of biodiversity in the world

D
- **Sustainability** is where we meet the needs of the current population without compromising the needs of future generations. Sustainable management is how we look after the tropical rainforest in a sustainable way

- Ecotourism (tourists can visit in small groups without damaging the rainforest)
- Re-farming land – letting the rainforest naturally grow, but growing plants with produce to sell in between natural trees
- Selective logging and replanting – decide which trees to fell, then replant
- Creation of national parks
- Cutting down older or rotten trees, removing them with buffalo
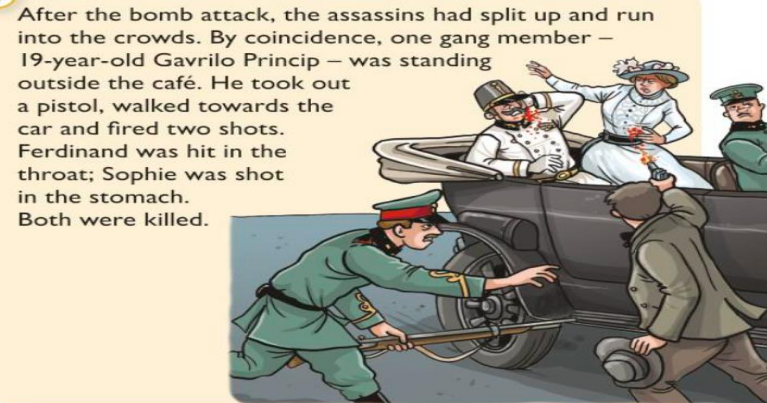
A Key dates

1882- Triple Alliance is formed (Germany, Austria-Hungary and Italy).

1905- Britain first created the new type of battleship, the dreadnought.

1907- Triple Entente is formed (France, Russia and Great Britain).

1914-Britain declares war on Germany after they invaded Belgium, Britain had signed a treaty in 1839 to protect Belgium's neutrality.

1916- The Battle of the Somme (one of the deadliest battles).

1918- November the armistice is signed, ending fighting on the Western Front.

1919- The Treaty of Versailles (peace settlement) is signed, and Germany have a list of conditions to follow.
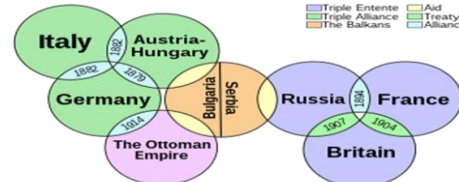
B What was the short-term cause of the First World War?

In Serbia there was a strong nationalist movement that wanted to unite all Serb areas in the Balkans into a United country called Greater Serbia. It was known as Black Hand. They planned to assassinate Archduke Franz Ferdinand.

After the bomb attack, the assassins had split up and run into the crowds. By coincidence, one gang member — 19-year-old Gavrilo Princip — was standing outside the café. He took out a pistol, walked towards the car and fired two shots. Ferdinand was hit in the throat; Sophie was shot in the stomach. Both were killed.

C What was the Schlieffen Plan?

The Schlieffen Plan was created to try avoid a war on two fronts. The idea was to pass through Belgium to surprise attack France, once France was defeated, they thought they would turn around and attack the Russians.

D Key words

Militarism- Is the idea that a country should have a strong military and be prepared to use it.

Alliances- A formal agreement between countries to cooperate for specific purposes.

Imperialism- Is the desire to extend a countries' rule over other countries and acquire colonies to create an empire.

Nationalism- Is having strong support for your own country's independence and interests. This may lead to people believing their country is superior to others.

Trenches- holes in the ground dug for defence.

Propaganda- Misleading information used to promote a particular message. Such as the poster offensive to try persuade men to join the army.
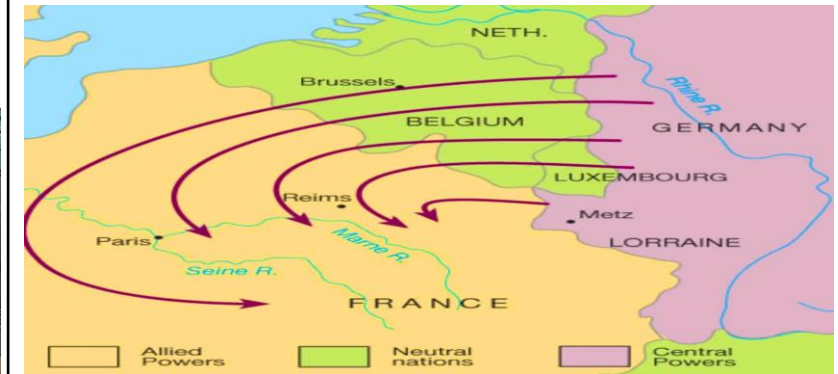
E Why did World War One come to an end?

Britain had established a blockade around Germany which meant supplies couldn't get into the country. This led to people starving to death, it caused a German revolution where the people protested for the Kaiser to abdicate the throne and surrender. In 1917 the USA entered the war and supported Britain, France and Russia.

F Why was it a World War?

India, including modern day Pakistan and Bangladesh: Around 1.4 million Indians volunteered as both soldiers and labourers- the largest volumeter army the world had yet seen.

The Caribbean- Around 15,000 Caribbeans joined the war. They were mainly used for carrying ammunition and digging trenches. This work was done under heavy fire within range of German artillery.

Africa- over 120,000 soldiers from Africa fought in the war. Troops from Nigeria, Gambia, Ghana, Kenya and Sierra helped defeat the Germans in East and West Africa.

Social Media and Stress

- Social media is more addictive than cigarettes and alcohol
- In girls study shows an increase in social media use increases and heightens concerns about their own body image.
- Increased social media use has a significant link with poor sleep quality which in turn links to mental health issues.
- 80% of social media users feel more anxious after using social media for more than 2 hours a day.
- 70% of users have experienced some form of cyber bullying of which 36% experienced it on a high-frequency basis.

Being Assertive Includes:

- *Being calm*
- *Being strong*
- *Positive body language*
- *Saying exactly what is wrong*

- **UDEAL strategy to being assertive**
- ✓ **Use a reasonable voice**
- ✓ **Describe the problem**
- ✓ **Express how you feel**
- ✓ **Ask for a specific change**
- ✓ **List the improvements**

How to put someone in the recovery position.

1. With the person lying on their back, kneel on the floor at their side.
2. Extend the arm nearest you at a right angle to their body with their palm facing up.
3. Take their other arm and fold it so the back of their hand rests on the cheek closest to you, and hold it in place.
4. Use your free hand to bend the person's knee farthest from you to a right angle.
5. Carefully roll the person onto their side by pulling on the bent knee.
6. Their bent arm should be supporting the head, and their extended arm will stop you rolling them too far.
7. Make sure their bent leg is at a right angle.
8. Open their airway by gently tilting their head back and lifting their chin, and check that nothing is blocking their airway.
9. Stay with the person and monitor their condition until help arrives.

Different Ways Of Saving Money

- **Banks and Building Societies:** There are branches on most high streets. They offer a range of savings accounts, and the main advantages are convenience and ease of access.
- **NS&I (National Savings and Investments):** One of the largest savings organisations in the UK. They offer a wide range of savings products to personal savers. The money is lent to the government to help it to pay for public services.
- **Saving Stamps and Clubs:** The idea is simple: you put away a little bit each month over the year to pay for a big shopping spree. You record your savings in a booklet with stamps, or some schemes use an electronic card.
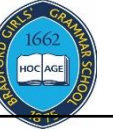
A Properties of Number

Venn diagram: A diagram that shows relationships among a collection of sets (Diagram shows an example)
Product: multiply terms
Inverse: the opposite function
Square root: the square root of a number is the number when multiplied by itself gives the value (symbol √)
Square: a term multiplied by itself
**Multiples:** Multiples are what we get after multiplying the number by an integer
Factor: Factors are what we can multiply to get the number
Divisible: when you divide one number by another the result is a whole number
Divisor: A number that divides the integer exactly (no remainder)
Prime number: A number with exactly two factors, 1 and itself
Prime factor: finding which prime numbers multiply together to make the original number
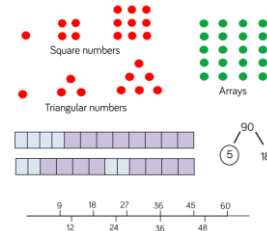
B Percentages

Fraction: How many parts of a whole we have
Equivalent: Of equal value
Convert: Change into an equivalent representation, often fraction to decimal to a percentage cycle
Multiplier: A percentage written as a decimal that we can multiply by
Increase: Gets bigger
Decrease: Gets smaller
Credit: Money that goes into a bank account
Debit: Money that leaves a bank account
Per annum: Per year
Interest: Fee paid based on money paid in/invested
Simple interest: Where interest is only paid on the original amount borrowed/paid in
Compound interest: Interest is paid on the original amount but also on any interest that has accumulated

C Area and volume

Area: The space inside a shape
Perpendicular height: Height that at a right angle
Compound shape: Made up of 2 or more shapes joined together
π: A number! It is the number you get when you divide the Circumference of a circle by the Diameter
Radius: The distance from the centre of the circle to any point on the circumference
Diameter: The distance from one point on the circumference to another passing through the centre of the circle
**Circumference:** The distance around the edge of a circle (perimeter)
Volume: is the amount of 3-dimensional space something takes up
Cross section: A view into the inside of something made by cutting through it
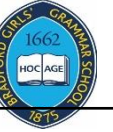**Surface area:** The total area of the surface of a three-dimensional object
Prism: A solid object with two identical ends and flat faces
Perpendicular height: Height that meets the side at a right angle
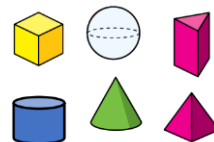
D 8 Times table

TABLE 8

8 X 1 =	8
8 X 2 =	16
8 X 3 =	24
8 X 4 =	32
8 X 5 =	40
8 X 6 =	48
8 X 7 =	56
8 X 8 =	64
8 X 9 =	72
8 X 10 =	80

Curriculum Area: Music   Half Term: 1   Year: 9

A Purpose of film music

To enhance the mood and genre of the film by adding tension or sadness,
Genre: type of film eg. Romance, sci-fi, western, thriller, comedy, horror
Function as a **leitmotif**- a musical theme associated with a character or action
To function commercially to advertise the film as in a **theme song**
Mickey- mousing: copying actions of character musically as in cartoons
Influences pacing, making action seem faster
Links scenes together
To set the scene as in using instruments from a particular country

B Film music composers and their films

John Williams: *Superman, Jaws, Harry Potter, Schindler's List, Star Wars*
Danny Elfmann: *Batman, Mission Impossible, Men in Black*
Hans Zimmer: *Pirates of the Caribbean, Gladiator, The Lion King*
Germaine Franco: *Encanto*
Isobel Waller-Bridge: *Emma*

C How elements are used in film music

Pitch: rising melodies often reflect excitement and falling ones depict defeat
Dynamics: crescendo and loud dynamics depict power and quiet dynamics depict the opposite or sadness
Instruments: brass and percussion are associated with power, triumph, battle; strings and woodwind can be gentle and romantic
Texture: thick textures for busy battle scenes and thin texture for bleak, lonely scenes
Harmony: minor keys for darkness/sadness and **major** for bright and cheerful
Rhythm and tempo: short notes for speed; longer notes for wide, open spaces as in westerns

D Key words

Soundtrack: a recording of the music from the film which is often sold separately as a CD or download
Diegetic music: music which the characters hear, like sound effects and music which is part of the plot
Non-diegetic music: music which is not heard by the characters in the film but heard by the viewers and adds to the atmosphere. This is sometimes called underscoring or incidental music
Storyboard: a graphic picture plan of the action in the film to help the composer fit music to action in the film

Curriculum Area: Personal Development and Careers   Half Term: 1   Year: 9

BGGS Aspire Values

- **Accountability:** Taking responsibility for your own actions, behaviour and learning, belongings and surroundings and support others in doing the same.
- **Self-Confidence:** demonstrate the self confidence in your own ability to make the right choices.
- **Perseverance:** Apply yourself to every aspect of school life with positivity and determination to do your very best.
- **Integrity:** Always be truthful and act with kindness, honesty and integrity.
- **Respect:** Treat people with the same levels of respect, courtesy and fairness you would expect from others.
- **Empathy:** Understand and share another person's experiences and emotions.

Life beyond GCSE's

A levels: These are academic qualifications taken by students aged 16-18 after completing their GCSEs. They are subject-based qualifications that That are studied over two years and lead to University and work.

BTEC: They combine practical learning with subject and theory content. There are different levels. Levels 1 & 2 are equivalent to GCSE grades. Level 3 and the BTEC extended Diploma are equivalent to A levels.

T levels: They are a type of vocational qualification or 16-19 year olds that blend classroom learning and industry experience. They are equivalent to three A Levels

Apprenticeships: These are jobs that combine on-the-job training with study, allowing individuals to earn a wage while gaining practical skills and a nationally recognized qualification

British Values

Individual Liberty
- Freedom of speech for all
- The right to make our own choices

The Rule of Law
- Understanding rules and why they are important
- Following rules to develop order

Mutual Respect
- Treating others as you want to be treated
- Respect for each other
- Working together

Tolerance
- Learning about different faiths and cultures
- Listen to other viewpoints
- Learning about diversity

Democracy
- Making decisions together
- The right to an opinion/voice

Employability Skills

Employability Skills: Confidence, Attitude, Accountability, Motivation, Time Management, Teamwork, Stress Management, Presentation, Adaptability

Curriculum Area: Religious Studies   Half Term: 1   Year: 9

## A: Key terms

Theist	Someone who believes in the existence of God (and has reasons to support their belief e.g. The First Cause Argument)
Atheist	Someone who believes that God does not exist (and has reasons to support their belief e.g. the problem of evil)
Agnostic	Someone who does not think they have enough knowledge/evidence to know whether God exists.
Proof	Evidence to support a belief – can be objective (scientific) or subjective – for example based on Holy Books
The Parable of the Gardener	A story to illustrate the fact that two people can see the same 'evidence', but both interpret it to support their own worldview.

B: The nature of God

Transcendent: Outside the universe

Immanent: Inside the universe

The nature of God

Omnipotent: All powerful

Omniscient: All knowing

Eternal: Everlasting – no beginning and no end

Omnibenevolent: All loving

C: The First Cause Argument

The **First Cause Argument** was put forward by **Thomas Aquinas** and it argues that there has to be an **uncaused cause** that made everything else happen and that must be God. It argues that nothing moves without first being pushed and that God is the only possible being that can exist with no cause as God is **eternal** (never beginning, never ending).
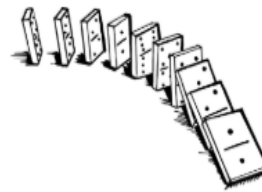
Atheists argue that by this logic **God must have a cause** or that if God is eternal then the universe itself could be eternal as well. Even if the universe does have a First Cause, why does it have to be God? Scientists support the Big Bang theory for the creation of the world. But what caused the Big Bang? . . .

D: The Design Argument

The **Design Argument** argues that God must exist because the world around us is so intricate and well-designed that there must be an intelligent creator behind it.
William Paley puts this forward in his **Watchmaker Argument** that says if you found a watch in the grass you would not assume its intricate mechanism had come about by accident, you would assume someone had created it. The same applies for the world around us
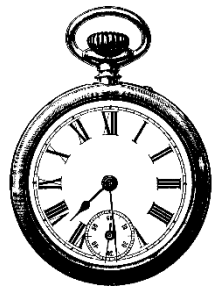
Atheists argue that nature and science are responsible for the world around us and that much of the so-called design is the result of **chance** and **natural selection**. They also point to the bad design/evil in the world and say it could not have been designed by a good God.

A Microscopy (RP)

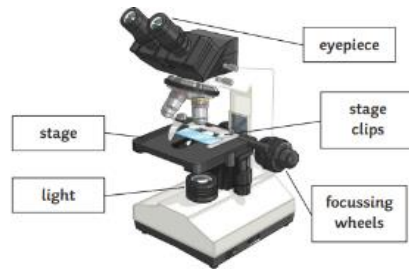- **I**mage size =Magnification x Actual size
- **Resolution**=The smallest distance between two separate points
- **Magnification**=The process of enlarging the apparent size not the actual size of something.

1m=100cm
1cm=10mm
1mm=1000um
1um=1000nm

B Eukaryotes and prokaryotes

Eukaryotic cells describes cells that contain a nucleus.
Prokaryotic cells describes single-celled organisms that do not contain a nucleus.
DNA The genetic information found in all living cells.
Ribosome An organelle in the cytoplasm in which proteins are made.
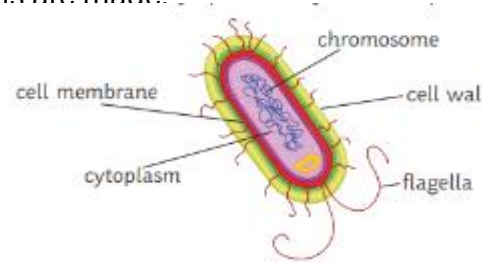
C Mixtures and separation
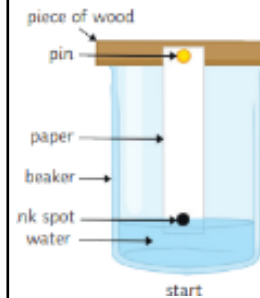
Chromatography

Solute the solid substance that dissolves in a solvent.
Solvent the liquid that a solute dissolves in.
Solution a solute dissolved in a solvent.
Soluble When a substance will dissolve in a solvent.
**Insoluble**: When a substance does not dissolve in a solvent.

Filtrate Liquid that comes through the filter paper during filtration.
Residue Solid left on the filter paper during filtration

D Properties of waves
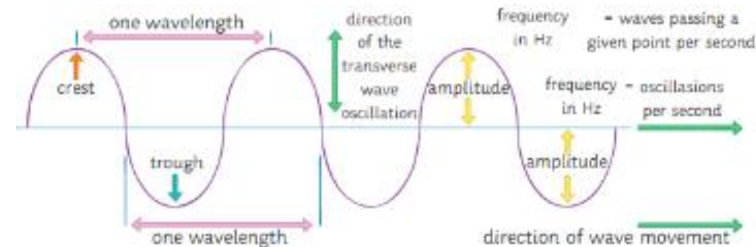
T=1/f
Time period(s)= 1/frequency (Hz)
Wave speed(m)=frequency(HZ) X Wavelength(λ)
Amplitude The height of the wave from the middle.
Frequency The number of waves produced per second.
Wavelength The distance from a point on one wave to the equivalent point on the next wave.

E Specific heat capacity (RP)
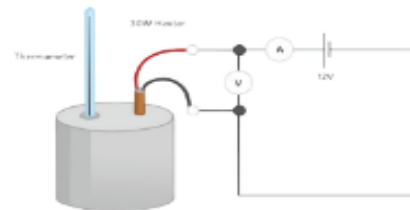
$$\Delta E = m \times c \times \Delta\Theta$$

IV= material
DV= specific heat capacity
Control variables= insulating layer, initial temperature, time taken.
Specific heat capacity is the amount of energy required to raise the temperature of 1kg of the substance by 1 degrees Celsius.

F Energy resources

Non-renewable energy resources
Energy resources which will run out, because they are finite reserves, and which cannot be replenished.
Renewable energy resources
Energy resources which will never run out and (or can be) replenished as they are used.

Biofuel- fuel produced from biological material.

Renewable resources include solar, geothermal, wind, hydroelectric, wave power, tidal barrages and biofuel.

Non-renewable resources are known a fossil fuels, they are coal, oil and natural gas.
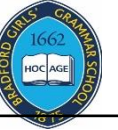
1w Opinions

Me encanta (I love)
Me gusta (I like)
Prefiero (I prefer)
Él / Ella le gusta (He / She likes)
(Él / Ella) Prefiere (He / She prefers)
Me gustaría – I would like
Diría que – i would say

Me encantan (I love)
Me gustan (I like)
Él / Ella le gustan (He / She likes)

No me gusta (I don't like)
Odio (I hate)

Conectives
Y -and
Pero - but
Porque - because
También - also
Sin embargo - however
Por eso - that's why
Por lo tanto -therefore
Dado que - given that
Después -after
A veces -sometimes
Antes -before
Aunque - although
Bastante - quite
Además - furthermore
Con - with
O -or

2w Food – la comida

el café (coffee)
el chocolate (chocolate)
el queso (cheese)
el zumo de fruta (fruit juice)
el pan (bread)
el pescado (fish)
el pollo asado (roast chicken)
el arroz (rice)
el té (tea)
el agua (wáter)

los huevos (eggs)
los mariscos
los calamares (calamari)

la mermelada (jam)
la ensalada (salad)
la carne (meat)
la leche (milk)
la miel (honey)
la paella (paella)
la pasta (pasta)

3W Food –la comida: frutas y verduras

las fresas (strawberries)
las frutas (fruits)
las gambas (prawns)
las manzanas (apples)
las naranjas (oranges)
las verduras (vegetables)
las patatas (potatoes)
las patatas fritas (fries)
las salchichas (sausages)
las hamburguesas (burgers)
los bocadillos de jamón (ham sandwichws)
los bocadillos de queso (cheese sandwiches)
los chocolates (chocolates)
los dulces (candies/sweets)
los pasteles (cakes)
los plátanos (bananas)
los tomates (tomatoes)

Manzana   Melón   Naranja   Fresa
Coco   Pera   Uva   Melocotón

4W Near future tense

Comer-to eat
Beber-to drink

yo	voy a comer	I'm going to eat
tú	vas a comer	you're going to eat
él/ella	va a comer	he/she is going to eat
nosotros	vamos a comer	we're going to eat
vosotros	vais a comer	you all are going to eat
ellos/ellas	van a comer	they're going to eat

yo	voy a beber	I'm going to drink
tú	vas a beber	you're going to drink
él/ella	va a beber	he/she is going to drink
nosotros	vamos a beber	we're going to drink
vosotros	vais a beber	you all are going to drink
ellos/ellas	van a beber	they're going to drink

5W Preterite –past tense

Comer-to eat
Beber-to drink

yo	bebí	I drank
tú	bebiste	you drank
él/ella	bebió	he/she drank
nosotros	bebimos	we drank
vosotros	bebisteis	you all drank
ellos/ellas bebieron		they drank

yo	comí	I ate
tú	comiste	you ate
él/ella	comió	he/she ate
nosotros	comimos	we ate
vosotros	comisteis	you all ate
ellos/ellas comieron		they ate

6W Adjectives

Es –it is;   son – they are

delicioso/a (delicious)
jugoso/a (juicy)
duro/a (hard)
dulce (sweet)
picante (spicy)
sabroso/a (tasty)
sano/a (healthy)
grasiento/a (greasy)
malsano/a (unhealthy)
demasiado dulce (too sweet)
demasiado salado/a (too salty
refrescante (refreshing)
rico/a en proteínas - (rich in p
asqueroso/a (disgusting)

Las frutas son jugosas.

Las frutas (feminine plural)
son (verb plurar they are)
jugosas(feminine plurar).

Think of it like this:
If the noun wears an "a" and ends in "s" (like **frutas**),
the adjective needs to wear an "a" and "s" too (like **jugosas**).

La manzana es deliciosa.

Feminine singular, match endings and singular verb form.

A Yinka Shonibare

Yinka Shonibare explores **race, class, and cultural identity** in his work. He contrasts **African fabrics with Victorian-era costumes** to highlight British imperialism. His art critiques the **excess and privilege of the 18th and 19th centuries**.

B Keywords

- **Conceptual** – Based on ideas.
- **Colonialism** – Taking control of another country for power and resources.
- **Batik** – A fabric dyeing method using wax.
- **Imperialism** – Expanding a country's power through force or control.
- **Frivolity** – Careless about cost or seriousness.
- **Migration** – Moving from one place to another.

C

- **Where did Ankara fabrics originate, and which country is now well-known for producing them?**
  - Originated in Indonesia; now popular in Nigeria.
- **How are Ankara fabrics made?**
  - They are made using a wax-resistant dyeing technique.
- **Why is Ankara fabric important in African culture?**
  - It represents identity, culture, and heritage.

D

What is a Repeat Pattern?

- A repeat pattern is a design or motif that is duplicated in a regular, systematic way.
- It's commonly used to cover large areas without gaps or overlaps.
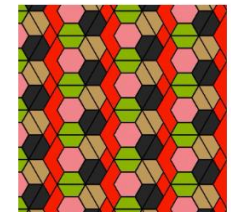
Repeat Patterns in Textile Design

- In textile design, repeat patterns are used to create fabric designs.
- These patterns can be printed on, woven into, or stitched onto fabric.
- They are used to make continuous designs for clothing, home decor, and other textile products.

BRADFORD GIRLS' GRAMMAR SCHOOL
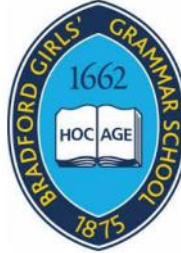### WORD OF THE WEEK

HALF TERM 1 WEEK 1

impetuous v.

of, or characterised by sudden or rash action or emotion

BRADFORD GIRLS' GRAMMAR SCHOOL
WORD OF THE WEEK
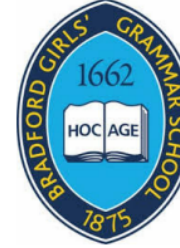
HALF TERM 1 WEEK 2

ubiquitious adj.

existing or being everywhere, especially at the same time

BRADFORD GIRLS' GRAMMAR SCHOOL
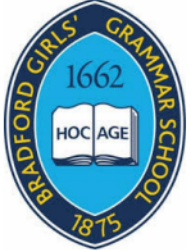### WORD OF THE WEEK

HALF TERM 1 WEEK 3

juxtaposition n.

an act or instance of placing close together especially for comparison or contrast

BRADFORD GIRLS' GRAMMAR SCHOOL
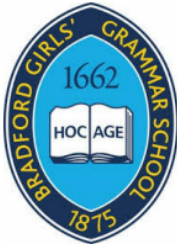### WORD OF THE WEEK

HALF TERM 1 WEEK 4

dubious adj.

doubtful

BRADFORD GIRLS' GRAMMAR SCHOOL
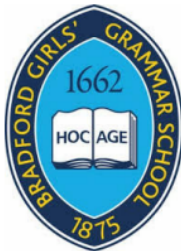### WORD OF THE WEEK

HALF TERM 1 WEEK 5

clandestine adj.

characterised by or done in secret

BRADFORD GIRLS' GRAMMAR SCHOOL
WORD OF THE WEEK
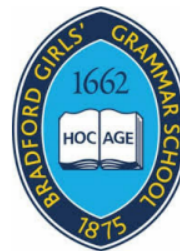
HALF TERM 1 WEEK 6

alacrity n.

cheerful readiness, promptness or willingness

BRADFORD GIRLS' GRAMMAR SCHOOL
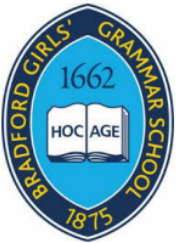### WORD OF THE WEEK

HALF TERM 1 WEEK 7

predilection n.

a tendency to think favourably of something in particular

BRADFORD GIRLS' GRAMMAR SCHOOL
WORD OF THE WEEK

HALF TERM 1 WEEK 8

virulent adj.

actively poisonous