

Knowledge Organiser

Summer Term

Year 9



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| YEAR 9 | ART Term 3

Colour Theory and Colour Mixing

1	Colour Wheel	a diagram used in the visual arts to represent all colours and their relationships to one another. It can be used to help with colour selection when creating artwork
2	Complementary Colours	Colours on the opposite side of the colour wheel. This combination creates the greatest contrast
3	Analogous Colours	Colours close to each other on the colour wheel. These combinations create harmony in artwork.
4	Primary Colours	Colours that cannot be made by mixing other colours but can be used to mix all other colours of the spectrum. YELLOW, RED, BLUE
5	Process Primaries	YELLOW, MAGENTA, CYAN
5	Secondary Colours	Colours made by mixing two primary colours together
7	Orange Green Purple	Yellow + Red/Magenta Yellow and Blue/Cyan Red/Magenta + Blue/Cyan
8	Tertiary Colours	Colours made by mixing a primary colour with its close secondary colour, such as yellow-green.
9	Tints and Shades	Lighter or darker version of a colour by adding white to lighten or adding black to darken.
10	Mixing Brown	Red and Green or orange with a little bit of blue

Parts of Light

1	Highlight	The brightest part of the object
2	Mid-tone/half-tone	The tones between shadows and highlights
3	Core shadow	The darkest part of the shadow often on the boundary between half-tones and the shadow area
4	Reflected light	Light that is reflected of other objects into the shadow areas
5	Cast shadow	Is the dark area behind the object on the opposite side of the light source

Keywords

1	Proportion	The size of one thing compared to the size of another
2	Centre Line	A line of symmetry can help you draw objects that are the same on both sides, such as a face.
3	Line drawing	Drawing made with lines only
4	Shading	Adding different tones to create 3D effect
5	Composition	The arrangement of different parts of an art piece
6	Pattern	A symbol or shape that is repeated
7	Line	A mark which can be used to make a drawing
8	Shape	A 2D area that is enclosed by a line
9	Tone	The lightness or darkness of something
10	Distortion	The act of twisting or altering something out of its true, natural, or original state.

Processes

1	Mono-print	An artwork created by transfer of media from one surface to another resulting in a single unique print.
2	Printing	Artwork created by the transfer of media from a matrix or printing block to another surface.
2	Collage	The technique and the resulting work of art in which pieces of paper, photographs, fabric and other ephemera are arranged and stuck down onto a supporting surface.
3	Drawing	The act of making picture with a pencil or pen and other dry media
4	Sculpture	3D artwork designed to be viewed from several angles. Sculpture can be made out of variety
5	Digital Art	Art created using software on a computer or other devices

Artificial Intelligence

Artificial intelligence is technology that enables a computer to complete tasks that would usually require human intelligence. It does this by taking in information from its surroundings, and deciding its response based on what it senses.

AI needs an **algorithm** (a set of instructions) to work from, usually written by human programmers. Essentially rules to follow to pick the correct **output** for different **inputs**.

Machine Learning

Machine learning is a branch of AI that creates its own rules based on recognising patterns in **training data**. (eg millions of images of humans for a facial recognition program). Training data must be carefully selected and the system must be monitored to avoid mistakes and **bias**.

Common Uses of AI

- Voice Assistants (eg Siri and Alexa)
- Sat-Navs
- Chatbots (eg Chat GPT)
- Facial Recognition
- Biometric Security (eg unlocking phones)
- Autocorrect
- Web Searches
- Streaming/Media Recommendations
- Image Generation
- Self-Driving Vehicles

Ethics of AI

Ethics is a part of philosophy that deals with whether a choice is the right or wrong thing to do in a situation.

It is ok for a student to use the internet for homework research but not ok to get AI to write it for them.

Areas of Concern

Potential ethical issues from AI include:

- People's jobs being replaced by AI
- Racial/gender/age/disability bias
- Self driving vehicles having accidents
- AI in law enforcement
- AI generated art/music/media
- Misinformation of social media
- Use of AI in education
- Use of AI in healthcare

Turing Test

An experiment created in the 1950s by Alan Turing, The Turing test is a test to see if a computer can trick a person into believing that the computer (placed in another room) is a person too.

Alan Turing thought that if a human could not tell the difference between another human and the computer, then that computer must be as intelligent as a human.

Image Recognition

Once AI has a set of rules to describe what an object may look like, it can start to identify items that fit the description (eg if an object is long, yellow and in a fruit bowl, it is probably a banana).

Since there are so many factors that go into identifying objects, the system will produce a percentage of how certain it is that the object fits the description.

Factors that may reduce identification:

- How clear is the image?
- What angle was the image taken from?
- Are there obstacles in front of the object?
- Are there details in the background?
- How closely does the object match other objects of the same type?
- How similar is it to other objects?

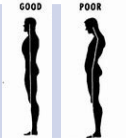

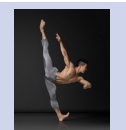


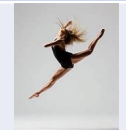


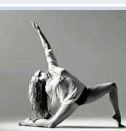
AI Images

AI generated images are usually created by humans describing what the image should contain.

The system will then try to find images that match that description and copy them. It will often get finer details (like fingers) wrong or copy artists work.



Physical Skills

1		Posture The way the body is held.
2		Alignment Correct placement of body parts in relation to each other.
3		Balance A steady or held position achieved by an even distribution of weight.
4		Coordination Efficient combination of body parts.
5		Control The ability to start & stop movement, change direction & hold a shape efficiently.
6		Flexibility The range of movement in the joints.
7		Strength Muscular power.
8		Stamina Ability to maintain physical and mental energy over periods of time.
9		Extension Lengthening one or more muscles or limbs.

Relationships

1	Mirroring	Reflecting the movements of another.
2	Lead and follow	When one dancer manipulates the actions or pathways of other dancers.
3	Complement	Perform actions/shapes which are similar but not the same as others.
4	Contrast	Movements or shapes that have nothing in common.
5	Action and reaction	When one dancer moves and the other responds as if having a conversation in movement.
6	Accumulation	When a dancer performs a movement phrase and other dancers in the group gradually join in at different times so that all end in unison.
7	Counterpoint	When dancers perform different phrases simultaneously.
8	Contact	The state of physical touching e.g. holding, lifting, weight bearing, etc.
9	Formations	Shapes or patterns created in space by dancers.
10	Unison	When all dancers perform together at the same time.

DANCE ACTIONS

1	TRAVEL	When a dancer moves through the space on a pathway.
2	TURN	When a dancer rotates their body around in space.
3	ELEVATION	The act of rising up, as in a jump.
4	GESTURE	An independent movement of part of the body in the air.
5	STILLNESS ⁶	Remaining still in space in a held position.
6	FLOOR-WORK	Movements which take place sitting, lying or kneeling on the floor.
7	TRANSFERENCE OF WEIGHT	Shifting the weight of the body from one part to another, e.g. from the feet to the hands or hips.



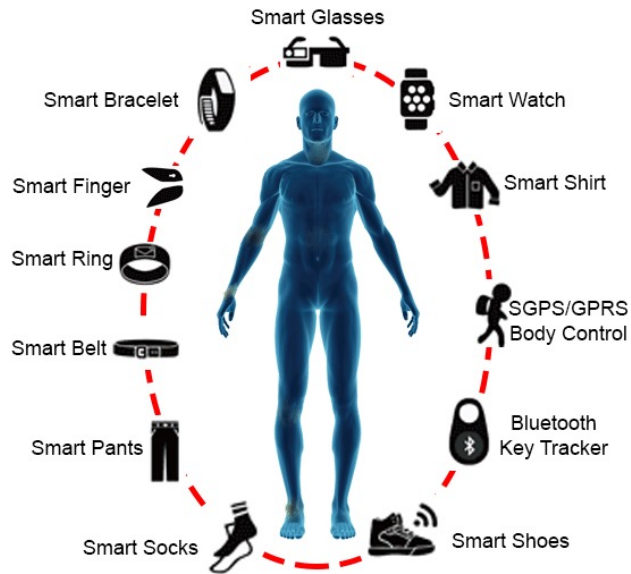
Devising | Drama Year 9 | April-July

Techniques		
1	Improvisation	Trying a performance idea and keeping it going by making it up.
2	Staging	How a performance is presented to an audience.
3	Research	The processes of finding information or ideas to support your performance.
4	Story	The selected and chronological sequence of what happens to characters.
5	Structure	The order in which things happen in a performance.
6	Stimulus	A starting point for a creative act.
7	Style	A set of guidelines and techniques for how to make a coherent performance.
8	Storm	Creative process of generating ideas.
9	Form	Creative process or selecting, framing, and ordering ideas.
10	Norm	Creative process of evaluating and improving a performance.

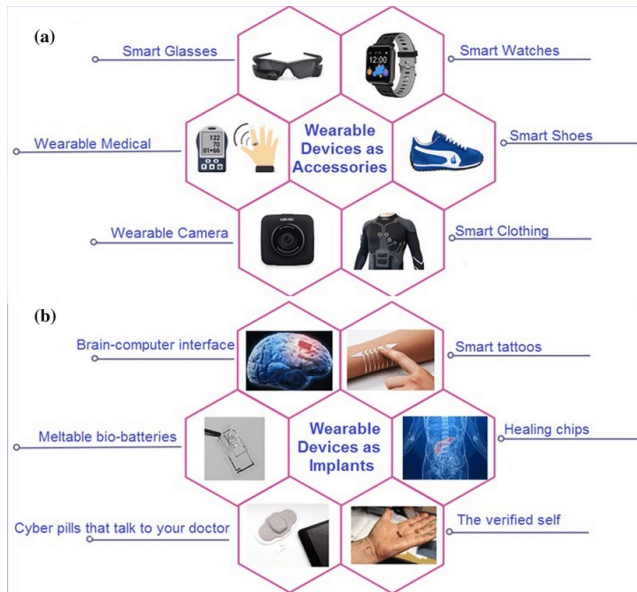
Context		
1	Devising	Making a performance from scratch
2	Collaboration	The skill of communicating to work creatively together
3	Ensemble	A group of people who share responsibility for creating and delivering a performance
4	Playwright	The person who writes a play
5	Director	The person who organises the actors
6	Producer	The person in charge of the money
7	Designers	Lights, Sound, Costume, Set and Props
8	Stage manager	Organises all off-stage activity
9	Technicians	Operates, lighting sound scenery
10	Actor	Performs on stage

Stage layouts		
1	End on	Audience on one side
2	Thrust	Audience on three sides
3	Traverse	Audience on two sides
4	In the round	Audience in a circle
5	Proscenium Arch	End on but with an arch over the stage
6	Promenade	Audience moved to different locations

Physical and Vocal Skills		
1	Pitch	How high or low your voice
2	Pace	How fast or slow you speak
3	Pause	A moment of silence
4	Tone/Emphasis	The emotion of speech and which words are stressed
5	Volume/Projection	How loud you are/Sending your voice to the audience
6	Body language	Using your body to express feeling or character
7	Facial expression	Using your face to express a feeling or thought
8	Posture	Having a balanced and solid physical position from which to perform
9	Gesture	Using hands and arms to communicate
10	Level/Proximity	Using height and space to communicate
11	Eye contact	Interacting with another character or the audience. (Could include avoiding eye contact)
12	Inflection	Change in pitch or loudness of the voice.
13	Accent	A way of speaking in a local area or country.
14	Gait	A person's manner of walking.
15	Interaction with other performers	Use of eye contact, focus, proxemics and physical contact with other performers.



Wearable devices	
Keyword	Meaning and example
Wearable device	These are electronic devices that can be worn on the body, often like accessories or clothing. They can perform various functions and are typically connected to a smartphone or computer.
Smart watches	These are like regular watches but with added features such as fitness tracking, notifications, and apps.
Fitness trackers	These devices are designed to monitor physical activity, such as steps taken, distance traveled, and heart rate.
Smart glasses	These are glasses with built-in displays that can show information like notifications, directions, or augmented reality overlays.
Smart clothing	Certain clothing items are embedded with sensors and electronics to track things like body temperature, heart rate, or even posture.



Internet of Things	
Keyword	Meaning and example
Internet of Things	This refers to the network of physical objects or "things" that are embedded with sensors, software, and other technologies to connect and exchange data with other devices and systems over the internet.
Smart home devices	These include smart thermostats, smart lights, smart locks, and smart appliances that can be controlled remotely via a smartphone or voice commands.
Connected toys	Some toys are now equipped with IoT technology, enabling them to interact with other devices or be controlled remotely.
Smart pet gadgets	There are devices that allow you to monitor and interact with your pets remotely, such as cameras, feeders, and activity trackers.
Environmental sensors	These devices can monitor air quality, temperature, humidity, and other environmental factors in your home or neighbourhood.

English: Knowledge Organiser 9.3: Rhetoric and Revolution

9.3.1 Resistance

Resistance can mean many things and take many forms. Ultimately, it is a refusal to accept or go along with something. While resistance can be something private, as we have seen in 1984, and sometimes futile resistance can also be done on mass, in large groups and the spoken word can be used to encourage others to resist in the face of injustice

1984 - <i>George Orwell</i>	<ul style="list-style-type: none"> In 1984 the character of Winston wanted to resist against the Party who were in Government but he felt incapable of doing so because of the authoritarian nature of his country. While he speculated there were those who secretly worked against the Party, such as the Brotherhood, he never openly resisted for fear of being punished but he wanted to. He privately resisted using a diary in which he wrote about things he knew, thought and believed that the Party would not want him to know, think about or believe. In contrast Julia, his love interest, felt that open resistance was pointless and that resistance was something that could be done in small private acts.
The Flame of French Resistance – <i>Charles de Gaulle</i>	<ul style="list-style-type: none"> In 1940 Charles de Gaulle delivered this speech, Europe was in the midst of World War 2 with Germany attempting to invade, occupy and take control of much of Europe. Germany had invaded and occupied part of France prior to this speech and it was believed to mark the foundation of French resistance to German occupation
An ideal for which I am prepared to die – <i>Nelson Mandela</i>	<ul style="list-style-type: none"> Nelson Mandela was the leader of the African National Congress who fought against the racist apartheid regime in South Africa. He was imprisoned on charges of sabotage and gave this speech at the start of his trial. He was given a life sentence and served 27 years of it.
Not My Business – <i>Niyi Osundare</i>	<ul style="list-style-type: none"> This poem is about the spread of oppression in the world and the consequences of staying silent in the face of injustice.
If We Must Die – <i>Claude McKay</i>	<ul style="list-style-type: none"> This poem was written in response to mob attacks by white Americans upon African American communities during the Red Summer of 1919 during which white supremacist terrorism and racial riots took place in more than three dozen cities across the United States.

9.3.2 Nation

Rhetoric has been used in the past to encourage people to feel national pride. Sometimes this might be because a nation is facing a threat, such as war but sometimes it can be about rallying the people to support a leader and the country that they are trying to lead.

We Shall Fight – <i>Winston Churchill</i>	<ul style="list-style-type: none"> Winston Churchill gave this speech in the House of Commons in June 1940. World War 2 was developing at a rapid pace during this time and Churchill was warning the British people of a possible attempted invasion by Nazi Germany. Knowing that Britain was facing difficult times this speech was about rallying the British people in support of the War and to prepare them for the hard times ahead.
Once More unto the Breach – <i>Shakespeare (Henry V)</i>	<ul style="list-style-type: none"> In Shakespeare's play Henry V, during the blockade of Harfleur King Henry and his soldiers have just destroyed some French fortifications are about to launch an attack on the French and this speech is used to encourage and embolden them.
Ask not what your country can do for you – <i>John F Kennedy</i>	<ul style="list-style-type: none"> This was President Kennedy's inaugural speech from January 1961. America was facing a challenging time not only were there major social changes and issues causing disruption but America was in the middle of the Cold War Kennedy's speech aimed to remind the people that though they faced difficulties they had a duty to their country just as he had a duty to them.
The Hill We Climb – <i>Amanda Gorman</i>	<ul style="list-style-type: none"> This poem is in response to the siege on the Capitol in America. When an armed and angry mob of Trump supporters stormed Capitol Hill and clashed with police as Congress met to validate Joe Biden's presidential win. She read it at Biden's inauguration and it aimed to bring people back together in support of the United States.
Heart of a King – <i>Queen Elizabeth I</i>	<ul style="list-style-type: none"> This speech was given to the troops at Tilbury as they prepared for the expected invasion of the Spanish Armada. Elizabeth was trying to build national pride and bravery in her soldiers.

English: Knowledge Organiser 9.3: Rhetoric and Revolution

9.3.3 Gender

One reason that people have often had to resist, rebel or start revolutions is gender, individuals fighting for gender equality and recognition.

Freedom or Death – <i>Emmeline Pankhurst</i>	<ul style="list-style-type: none"> • Emmeline Pankhurst was the leader of the Suffragette movement, she was trying to get voting rights for women. • This speech was given in America as an explanation of why the British Suffrage movement had grown militant.
He for She – <i>Emma Watson</i>	<ul style="list-style-type: none"> • This speech launched the He for She Campaign which aims to encourage people to support equality between the genders across the globe. • It also tries to highlight to men that they should be joining the fight as equality will not only benefit men but women as well
You are more than beautiful – <i>Rupi Kaur</i>	<ul style="list-style-type: none"> • This poem tries to highlight how women are often recognised for their looks rather than their intelligence, resilience and bravery.
When a trans woman is called a man – <i>Laverne Cox</i>	<ul style="list-style-type: none"> • This speech is about the rights of trans women. Women who are born biologically male but have transitioned and are female. • It is about encouraging society to accept and embrace trans identities and for trans women to lead the change they want to see in society. • Throughout history women have been oppressed but here we see how that oppression extends and is often worse for trans women who face prejudice and discrimination on a daily basis.
Ain't I a Woman? – <i>Sojourner Truth</i>	<ul style="list-style-type: none"> • Sojourner Truth was an ex-slave who became a well known anti-slavery speaker. • It addressed the differences between the rights of white women and the rights of black women in America during the 19th Century.

9.3.4 Race

Race is another reason that people have had to resist, for years race has been used as a reason to treat human beings differently and for years members of the oppressed races have tried to fight back against their oppressors, be that the government, the police or the people who want them discriminated against.

Remarks by the First Lady at Memorial Service for Dr. Maya Angelou – <i>Michelle Obama</i>	<ul style="list-style-type: none"> • After the death of Maya Angelou, Michelle Obama said a few words at her memorial service recognising the amazing work that she had done in her life • This speech celebrated the contribution that Angelou had made to America and also the impact that Angelou had on Michelle Obama when she was growing up
Caged Bird – <i>Maya Angelou</i>	<ul style="list-style-type: none"> • This poem had great significance to Angelou, who also wrote her autobiography using a similar title. • The poem uses an extended metaphor of a bird in a cage to highlight the struggle of being a black author and poet. • Although African American people were free people in Angelou's time, there were still many restrictions on them in society, making it so that many black Americans did not feel free at all.
I Have a Dream – <i>Martin Luther King Jr</i>	<ul style="list-style-type: none"> • This speech was given in 1963 and was part of the March on Washington which was part of a larger civil rights movement for Black Americans • It calls for civil and economic rights and an end to racism in the United States.
Victory Speech – <i>Barack Obama</i>	<ul style="list-style-type: none"> • While there is still work to be done, particularly in America, in 2008 Barack Obama became the first black president of the United States. • His speech not only recognised that he was not the likeliest winner but addressed some of the major problems that were facing modern America and prepared the country for the changes he intended to make and the hard times they would face.
George Floyd Protest Black Lives Matter – <i>John Boyega</i>	<ul style="list-style-type: none"> • Interestingly, this speech was not planned or pre-written, during the Black Lives Matter Protests which occurred across the western world following the murder of George Floyd in America, Boyega gave this impassioned speech about how hard it is being a young black man, knowing that racism and discrimination still exist. • The speech is calling for a need for long term change and a fundamental change in society's attitudes and outlook.

English: Knowledge Organiser 9.3: Rhetoric and Revolution

9.3.5 Climate Crisis

Climate change is a serious modern issue facing humanity today and one that many people are not taking seriously enough, people are now calling for a climate revolution a deep and meaningful change to protect our planet's future.

How Dare You – <i>Greta Thunberg</i>	<ul style="list-style-type: none"> In the late 2010s Greta Thunberg a teenager from Sweden began a school strike. She refused to attend school until her government pledged to do more to stop the climate crisis. This speech warns world leaders of the dangerous consequences of their failure to act and make serious fundamental changes to how countries are managing and reducing their carbon emissions.
COP26 Climate Summit – <i>Sir David Attenborough</i>	<ul style="list-style-type: none"> At the climate summit in 2021 Attenborough outlined the devastating impact of climate change and outlined how the people and the world leaders need to change to ensure the future of the planet and humanity.
Earth to COP26 – <i>Yrsa Daley-Ward</i>	<ul style="list-style-type: none"> This poem is a message from the earth to those present at the COP26 climate summit.
Inheritance – <i>John Agard</i>	<ul style="list-style-type: none"> This poem outlines what will be left of the earth if we do not care for it better
Futurama – <i>Simon Armitage</i>	<ul style="list-style-type: none"> A poem written in reaction to some of the information he heard from the COP26 climate summit 2021.

9.3.6 Keywords

Rhetoric	The art or study of using language effectively and persuasively
Revolution	A forcible overthrow of a government or social order, in favour of a new system. / a dramatic and wide-reaching change in conditions, attitudes, or operation
Ethos	A sense of trustworthiness, reliability and sincerity in a persuasive argument.
Pathos	Appealing to the emotions and thoughts of an audience in order to persuade effectively.
Logos	A logical, relevant argument.
Resistance	The refusal to accept or comply with something. E.g a law, a policy, a rule
Nation	A large body of people united by common descent, history, culture, or language, inhabiting a particular country or territory.
Gender	Either of the two sexes (male and female), especially when considered with reference to social and cultural differences rather than biological ones. The term is also used more broadly to denote a range of identities that do not correspond to established ideas of male and female.
Race	Each of the major groupings into which humankind is considered (in various theories or contexts) to be divided on the basis of physical characteristics or shared ancestry.
Climate	The weather conditions prevailing in an area in general or over a long period.

9.3.7 Rhetorical Devices

Hyperbole - exaggerated statements.
Rhetorical question - a question used for impact more than answer.
Hypophora - asking lots of questions and then answering them.
Direct Address - speaking directly to the audience or reader.
Alliteration - the repetition of consonant sounds.
Assonance - the repetition of vowel sounds.
Fact - something that is known or proved to be true.
Opinion - a view or judgement, not necessarily based on fact.
Anecdote - a short or interesting story about an incident or person.
Tricolon - A pattern of using three units of speech in a row.
Epizeuxis - repeating the same word with nothing in between.
Anaphora - repeating the same word at the start of a sentence or clause.
Epistrophe - repeating the same word at the end of a sentence or clause.
Anadiplosis - repeating the last word of one clause at the start of the next clause.
Metaphor - a direct comparison between two things.
Simile - a comparison of two things using like or as.
Diacope - repeating the same word after a brief interruption.

French: Studies and School Life | Year 9 | Term 3

	French	English
1	Ma matière préférée c'est le dessin car je suis créatif, mais j'aime aussi les maths. Par contre je déteste l'anglais parce que je ne m'entends pas bien avec mon prof.	My favorite subject is drawing because I am creative, but I also like Maths. However, I hate English because I do not get along well with my teacher.
2	C'est un collège mixte. Dans mon collège Il y a environ 1500 élèves. C'est super car Il y a beaucoup de terrains de sport. Mais malheureusement, il n'y a pas de piscine.	It is a mixed college. In my school, there are about 1500 students. It's great because there are a lot of sports fields. But unfortunately, there is no swimming pool.
3	Dans mon collège il faut être à l'heure. En plus, il est interdit d'utiliser un portable en classe. Je trouve ça raisonnable car il faut respecter les autres.	In my college, one must be in good time. Furthermore, it is forbidden to use a mobile in class. I find it reasonable because one must respect the others.
4	Je suis membre de l'équipe de netball qui à mon avis est très compétitive. J'y vais deux fois par semaine. Quand j'étais à l'école primaire, je jouais aussi au foot mais maintenant je n'ai plus le temps.	I am a member of the netball team which in my opinion is very competitive. I go there twice a week. When I was In primary school, I also played football but now I don't have the time anymore.
5	Je pense que l'uniforme scolaire est pratique, cependant c'est vraiment démodé. Moi, Je préférerais porter mes propres vêtements car sans aucun doute c'est plus confortable.	I think that the school uniform is practical, however, it's really old-fashioned. Me, I would prefer to wear my own clothes because without any doubt it is more comfortable.
6	Je vais continuer mes études au lycée même si ce n'est pas facile. Si je réussis le bac, j'irai à l'université pour avoir un métier mieux payé plus tard.	I will continue my studies in high school even if it is not easy. If I pass the baccalaureate, I will go to university to get job better paid later.
7	Récemment, j'ai visité un musée à Londres avec mon collègue. C'était très instructif car il y avait tellement de choses à voir, et nous avons passé une très bonne journée.	Recently I visited a museum in London with my college. It was very informative because there were so many things to see, and we had a very good day.
8	Je dirais que c'est une bonne idée car on peut améliorer ses compétences en langues et se faire de nouveaux amis.	I would say that it is a good idea because you can improve your language skills and make new friends.
9	Pour rester en forme, je mange sainement et je fais de l'exercice régulièrement. Je ne fume pas car autant que je sache c'est mauvais pour la santé et c'est une perte d'argent.	To stay fit, I eat healthy and exercise regularly. I don't smoke because as far as I know it's bad for my health and it's a waste of money.
10	Les cours commencent à neuf heures et finissent trois heures. Nous avons cinq cours. A la récré, on bavarde et à midi, on mange et puis on va jouer au foot avant de retourner en classe. Bien que ce soit assez court, c'est fatigant!	Lessons start at nine o'clock and end at three o'clock. We have five lessons. At break, we chat and at noon, we eat and then we go to play football before going back to lessons. Although it is quite short, it's tiring!

Geography Yr 9: Landscapes of the UK

River landforms		Processes of erosion and transportation	Key terms		
Waterfalls	Created when the river flows over an area of hard rock followed by soft rock.	Attrition: Where pebbles hit each other or landforms, making rocks break and get smaller and rounder.	weathering	The breakdown of material in situ by physical, chemical and biological processes; if movement is involved this becomes erosion.	
Gorges	Over time waterfalls top lip collapses occur and the waterfall retreats creating a gorge.	Abrasion: When sediment is thrown against a surface by water and rubs the material to smooth the land.	igneous	Rocks formed within the interior of the Earth from molten rock	
V-shaped valley	The river erodes vertically downwards near its source creating V-shaped valleys	solution: Where rocks are dissolved in water.	sedimentary	Rocks formed by layers of sediment, usually at the bottom of the sea.	
floodplains	When a river floods onto the floodplain the water slows and deposits the eroded material. This builds it up	Hydraulic action: Where water forces its way into cracks, which creates weaknesses in rocks, splitting them apart.	metamorphic	Rocks that have been changed as a result of heat and pressure being applied to them for long periods of time.	
Meander	The current is faster on the outside of the bend. Therefore more erosion takes place on the river bend forming a river cliff. The current is slower on the inside of the bend. So eroded material is deposited on the inside forming a slip-off slope	Traction – the movement of larger sediment rolling along the bottom of the sea or a river.	geomorphic processes	Processes that result in a change in the shape of the Earth; from 'geo' meaning the earth and 'morph' meaning to change shape.	
		Saltation – small pieces of sediment picked up temporarily in the water	lateral erosion	Erosion sideways; this widens the river valley and channel as the river meanders (bends). If is dominant in the middle and lower course of a river.	
		Suspension – smaller particles can be suspended in water.	cross profile	Shows you what the cross-section of the river channel looks like; it should be narrow and shallow at the source and very wide and deep at the mouth	
		Solution – when minerals dissolve in water	longshore drift	The movement of sediments along a stretch of coastline as a result of wave action	
Oxbow lake	erosion causes the outside of bends to become closer and the river breaks through. Deposition cuts off the meander forming an ox-bow lake	Deposition: the laying down of materials that have been transported (due to loss of energy).	sea walls	Walls made on concrete to reflect and absorb wave energy to prevent erosion.	
		Coastal Landforms		rip-rap barriers	Large rocks placed in front of cliffs to dissipate wave energy to protect the cliffs behind from erosion.
		Beaches - Beaches are areas of land that lie between the storm-tide level and the low-tide level. They can be made up of sand, pebbles or a mixture of both.	gabions	Wire cages filled with stone used to absorb wave energy to prevent erosion	
Levees	Raised banks formed by repeated flooding and deposition of river sediment (alluvium) on the river banks	Spits - Spits are created when the coastline ends but the process of longshore drift continues. If the conditions are right the sediment is deposited and is built up to create new land.			
		Caves, arches, stacks and stumps			
		Erosion by waves widens the weakness in the cliff to form a cave. Waves cut through the headland to form an arch. Collapse of arch due to gravity to form a stack. e) The stack is undercut all the way round as wave cut notches form. It eventually collapses to leave a stump which is covered at high tide			

The Miners Strike | Year 9 | Summer 1 May-June

Key topics			1984 – 1985 Miners Strike		Vocabulary				
1	‘King Coal’	Coal was vital to the British economy – by 1913 British coal mines produced 300 million tonnes each year. Britain exported coal to the rest of the world for profit.	1	Miners Tactics	Miners used various tactics including using Pickets , Flying Pickets and targeting Scabs to try and stop the supply of energy to the country and force the government to give in.	1	Pit	Small communities that developed around coal mines for families of miners	
2		The Coalfields	Before World War 1, 1.2 million people were employed in coal mining – the largest coalfields in the UK were in Northumberland, South Wales and Yorkshire			2			Pickets and the Police
3	National Union of Miners		The NUM was the most powerful trade union in Britain. It was led by Arthur Scargill , he was a militant meaning he believed strike action was the only way to save jobs.	3	Miners Support groups	During the strike, the miners did not get paid. Miner’s wives set up support groups such as Women against Pit closures to provide support	3	Margaret Thatcher	The UK’s first female prime minister (elected 1979) who wanted to privatise coal, reduce the size of the Welfare state and limit the powers of trade unions
				The Failure of the Miners Strike					
4	1970s	The Miners went on strike in 1972 and 1974 demanding higher wages. Their aim was to force the government to give in to their demands by stopping Britain’s supply of energy	1	Government Preparation	The Conservative government had stockpiled coal	4	Battle of Saltley Gate 1972	15,000 miners successfully closed a fuel storage depot in Birmingham	
			2	Police Tactics	The government trained the police in new military-style techniques.	5			Picket
5			Three Day Week	Ongoing strikes forced Prime Minister Heath to introduce a Three Day Week.	3	Economic Pressure	Many miners returned to work as their families were starving	6	Flying Pickets
	4	Role of the Media			All major newspapers supported the government	7	Picket Line	A group of pickets trying to close a mine	
6	1984 – 1985 Miners Strike	In 1984 the government announced that 20 pits would close and 20,000 jobs would be lost. This caused the NUM to announce a strike.	5	Divide and Conquer	Some regions did not strike (e.g. Nottinghamshire)	8	Scabs	Miners who did not on strike and worked	
			6	No National Ballot	Law said the unions had to have a ballot before strike action				

The Holocaust | Year 9 | Summer 2 June-July

The Holocaust			Jewish life in Europe before WW2		Lien's Story (Case study)					
1	Nazi Germany	1930s Germany under the Nazis brought anti-Semitic laws and violence	1	Western Europe	The Jewish population was small and assimilated Jewish children went to school with Christian children and spoke the same language.	1	Lien's Childhood	Lien grew up in the 1930s in the Netherlands. Lien went to school with all sorts of children and whilst her family was Jewish she did not go to a synagogue or wear religious clothes		
2	Kristallnacht	In November 1938, synagogues were destroyed, Jews killed and arrested							2	Eastern Europe
3	The Holocaust	During the Second World War the Nazis attempted to exterminate the Jewish population of Europe		3						
4	The Einsatzgruppen	As the German army advanced eastwards, mobile killing squads found and murdered whole Jewish towns and villages.	Key information		2				Lien Under Nazi Occupation	Lien was attacked by Dutch children She was forced along with all Jews to wear the Yellow star of David. Jews were banned from public places
5		The Final solution	After 1942, the Nazis set up death camps across Eastern Europe. This was described as the Final Solution.	1						
6	Death camps	These were designed to kill large numbers of people. Jewish populations were moved to camps such as Auschwitz from ghettos.	2	Ghettos		Segregated areas of cities where Jews were controlled and the rights significantly limited				
7		Auschwitz	The largest death camp, 1.1 million people were murdered at this camp		3		Collaboration	Many people worked with the Nazis to help imprison Jews (e.g. La Milice in France)		
8	Consequences	6 millions Jews were murdered	4	Resistance	In Denmark the population helped smuggle Jews to Sweden The Warsaw Ghetto uprising	4			Lien in hiding	Lien's parents gave her to Mrs Heroma who organised the hiding of hundreds of Jews in Netherlands
		90% of Jewish children in Europe					5	Lien's life after the Holocaust		

Angles

1	Angle	The figure formed by two straight lines meeting
2	Polygon	a 2D shape with straight lines
3	Regular polygon	All the sides are equal and all angles are equal
4	Parallel	Straight lines that never meet
5	Transversal	A line that cuts across two or more other lines
6	Isosceles	Two equal size lengths and angles – in a triangle or trapezium
7	Sum	Addition – the total of all interior angles added together
8	Interior angle	Angles inside the shape
9	Protractor	Equipment used to measure angles
10	Compass	Equipment used to draw arcs and circles

Bearings

1	Cardinal directions	North, South, East, West
2	Bearing	The angle in degrees measured clockwise from North
3	Clockwise	Moving in the direction of the hands of a clock
4	Protractor	An instrument used for measuring or drawing angles
5	Construct	To draw accurately using a compass, protractor and ruler
6	Scale	The ratio of the length of a drawing to the length of the real thing

Pythagoras

1	Pythagoras' theorem	$a^2 + b^2 = c^2$
2	Square number	The output of a number multiplied by itself
3	Square root	A value that can be multiplied by itself to give a square number
4	Hypotenuse	The largest side of a right-angled triangle. Always opposite the right angle.

Volume & Surface Area

1	Volume	The amount of size within a 3D shape
2	Volume	Units - m^3, cm^3, mm^3 etc
3	Surface Area	The total areas of each face of a 3D shape
4	Prism	A 3D shape that has the same cross-section all the way along it
5	Volume of a cube/ cuboid	$length \times width \times height$
6	Volume of a prism	$area\ of\ cross\ section \times length$
7	Volume of a cylinder	$\pi r^2 h$
8	Volume of a cone	$\frac{1}{3} \pi r^2 h$
9	Volume of a pyramid	$\frac{1}{3} \times area\ of\ base \times height$
10	Volume of a sphere	$\frac{4}{3} \pi r^3$

Area and Perimeter

1	Area	The space inside a 2D shape
2	Perimeter	The length around the outside of a 2D shape
3	Circumference	the length around the outside of a circle
4	Radius	The length from the centre of a circle to its circumference
5	Diameter	The length from one side of a circle to the other, through the centre.
6	Pi (π)	The ratio of a circle's circumference to its diameter. 3.14159...
7	Sector	A part of a circle enclosed by two radii and an arc
8	Area of a circle	πr^2
9	Area of a sector	$\pi r^2 \times \frac{\theta}{360}$
10	Area of a trapezium	$\frac{1}{2}(a + b)h$

Trigonometry

1	Hypotenuse	The largest side of a right-angled triangle. Always opposite the right angle.
2	Opposite	The side opposite the angle of interest
3	Adjacent	The side next to the angle of interest
4	Sine ratio	The ratio of length of the opposite side to the hypotenuse.
5	Cosine ratio	The ratio of length of the adjacent side to the hypotenuse.
6	Tangent ratio	The ratio of length of the opposite side to the adjacent.
7	Inverse	Function that has the opposite effect.

Transformations

1	Enlarge	To make a shape bigger or smaller by a given scale factor
2	Scale factor	The multiple describing how much a shape has been enlarged
3	Line of symmetry	A line that passes through the centre of a shape with a mirror image on either side
4	Reflect	Mapping of one object from one position to another of equal distance from a given line
5	Rotate	Movement around a fixed point by a certain number of degrees
6	Translation	When an object is moved from one place to another by a given vector
7	Invariant	A point that does not move after a transformation
8	Horizontal	A straight line parallel with the x-axis
9	Vertical	A straight line parallel with the y-axis


To create or enhance a mood

1	OSTINATO	A repeating Pattern
2	TREMOLO	Strings repeating the same not very quickly
3	CRESCENDO	DYNAMICS (Volume) gradually getting louder
4	SILENCE	No sound before something dramatic (to make you jump!)
5	Drone	Two notes sounded together as an accompaniment, a long held note
6	Chords	3 notes played at the same time.

To function as a Leitmotif

1		
2	Leitmotif	A frequently recurring short melodic
3	MONOTHEMATIC	One theme throughout
4	MICKEY-MOUSING	Sound mimics actions of cartoons
5	CLICK TRACKS	To time the action to the music

Theory

1	Time signature 4 or 3 4 4	This tells us how many beats in a bar, that you need to count. The top number tells how many beats; Eg. 4 or 3
2		This is a repeat mark. It means you go bar to the beginning and play the music again.
3	Rhythm	Is a pattern of sound which can be repeated to a regular beat.
4	Rests	A rest is a musical sign that indicates a beat of silence. It still counts in the value of the bar .
5	Pulse	A pulse is a steady, regular beat that continues throughout a song.

Chords

1	Chord/Triad	3 notes played at the same time
2	C Chord	CEG notes
3	F Chord	FAC notes
4	G Chord	GBD notes
5	Middle C	This is the middle of the Piano

A musical staff in treble clef showing the C major scale from middle C (C4) to the next A (A5). Below the staff, the notes are labeled C, D, E, F, G, A, B, C, D, E, F, G, A. Below the staff is a piano keyboard with the corresponding keys labeled C through A.

A musical staff in treble clef showing the C major chord (C4, E4, G4) as a triad. Below the staff, the notes are labeled C, E, G. To the right is a piano keyboard with the C, E, and G keys highlighted with red circles.

A musical staff in treble clef showing the F major chord (F4, A4, C5, E5) as a triad. Above the staff, the notes are labeled F, A, C, E in red. Below the staff, the notes are labeled E, G, B, D, F in blue. To the right is a piano keyboard with the F, A, and C keys highlighted in brown.

A piano keyboard with the F, A, and C keys highlighted in brown.

A piano keyboard with the G, B, and D keys highlighted in brown.

A musical staff in treble clef showing the G major chord (G4, B4, D5) as a triad. Below the staff, the notes are labeled G, B, D.

PHSE – Year 9 – Respectful and Intimate Relationships

KPI1: Key definitions:	KP2: Healthy and Unhealthy Relationships		KPI3: Relationships, marriage and family
<ul style="list-style-type: none"> • Healthy Relationships: Healthy relationships involve honesty, trust, respect and open communication between partners, and they take effort and compromise from both people. There is no imbalance of power. • Unhealthy Relationships: An unhealthy relationship can be defined as one that is characterised by an ongoing pattern of behavior, such as lack of communication, power imbalances, lack of mutual respect, lack of boundaries, physical abuse, verbal abuse, emotional abuse, etc. • Marriage: a legally accepted relationship between two people in which they lived together, or the official ceremony. • Cohabitation: another way of saying a couple are living together. • Civil partnership: A civil partnership is a legal relationship which can be registered by two people who aren't related to each other. They are available to both same sex couples and opposite sex couples. • Sexual consent: The giving of permission by a person to engage in any form of sexual activity. • Affirmative consent: Consent is only given when a person agrees verbally to engage in sexual activities. • Coercion: The action or practice of persuading someone to do something they wouldn't normally do or something they don't want to do by using force or threats. • A person who is minor: A person who is under the age of 18 and legally considered a child. • Contraception: Methods that are used to prevent pregnancy from occurring during sexual activity. • Hormonal methods: Contraceptive methods with the use of hormones to prevent pregnancy, usually used by women only. • Barrier methods: contraceptive methods which prevent pregnancy by stopping the sperm from reaching the egg. • Combination methods: Contraceptive methods which use both hormonal and barrier methods to prevent pregnancy. • Natural Methods: contraceptive methods which do not use hormones or barriers, mostly focused on fertility awareness. • Pornography: Printed or visual material containing the explicit description or display of sexual organs or activity, intended to stimulate sexual excitement. • Soft Porn: Films, magazines, photographs etc. that show sexual images such as nudity but not sexual act. • Hardcore Porn: Films, magazines, photographs etc. that shows sex in a very detailed way, or shows very violent or unpleasant sex. • Child Pornography: Sexually explicit material depicting anyone under the age of 18. • Revenge Porn: Revealing or sexually explicit images or videos of a person posted on the Internet, typically by a former sexual partner, without the consent of the subject and in order to cause them distress or embarrassment. • Sexting: Sending sexually explicit messages or pictures via mobile phones, instant messaging or 	Healthy Relationships	Unhealthy Relationships	<ul style="list-style-type: none"> • Marriage: a legally accepted relationship between two people in which they lived together, or the official ceremony. • Cohabitation: another way of saying a couple are living together. This can be formalised with a legal agreement called a cohabitation contract. This outlines the rights and obligations of each partner towards each other e.g. About how you share your property. • Civil partnership: A civil partnership is a legal relationship which can be registered by two people who aren't related to each other. They are available to both same sex couples and opposite sex couples. Registering the civil partnership will give you relationship legal recognition. This will give you legal rights, as well as responsibilities. <p>Attitudes towards marriage/civil partnerships</p> <p><i>Why might people choose a marriage/civil partnership?</i></p> <ul style="list-style-type: none"> - To make a lifelong commitment - Love - Societal expectations - Family expectations <p><i>Why might people choose not to marry/form a civil partnership?</i></p> <ul style="list-style-type: none"> - Independence - Divorce rates - Potential cost - Religious connotations
	<ul style="list-style-type: none"> - You know when you're in a healthy relationship because you feel happy to see and spend time with certain people they could be members of your family, your friends, your work mates or even a romantic partner. - No relationship is ever perfect, and you will have moments when mine disagreements will rise to the surface causing frustrations with others - there are many factors that contribute to the development and maintenance of have your relationships including commitment, trust, respect and responsibility, <p>What is needed to keep a relationship strong?</p> <ul style="list-style-type: none"> - Building a relationship on friendship and being a good team. - Being realistic in your expectations and putting in effort. - Communicating well - Talking constructively about any issues when they first arise so that bigger problems don't develop. - Having good support networks - Having friends and family around you to help when life is tough. 	<p>The signs of an unhealthy relationship are easy to spot.</p> <ul style="list-style-type: none"> • People stop communicating, become less close, argument frequently and show less love and respect for each other. • There are many reasons that a relationship might breakdown. Often it has to do with the personalities, attitudes and behaviours of the individual. Other causes come from outside the relationship. <p>There are many ways to deal with or improve an unhealthy relationship – we could try listening more to others and become more aware of their needs.</p> <p>We could examine our own behaviour honestly and try to identify aspects of it which is causing conflict with others. However, the best way to improve an unhealthy relationship between partners is by getting advice.</p>	

PHSE – Year 9 – Respectful and Intimate Relationships

KPI4: On-Screen Relationships

Why aren't there many examples of healthy and realistic relationships in TV, film and online?

- Romantic relationships in the media tend to be over dramatised to make them interesting and more exciting to watch
- They are often a relationship has to be portrayed in a very short amount of time, so things move very quickly
- People on reality TV possibly have other motives and will act differently because they know they're being watched
- Casting can often be limited
- There are limits to what can be shown on TV and film
- They're usually designed for entertainment rather than to provide a public health message or education.

What impact might this have on how young people think about their own relationships?

- It may cause inaccurate expectations about how quickly relationships should develop
- It may lead to people accepting arguments/breakups as a typical part of relationships
- It could possibly desensitise to issues such as cheating
- It could lead to lowered self-esteem and concerns about body image compared to celebrity culture
- It may lead to individuals believing they are only worthwhile if in a relationship
- There are very few models of what healthy relationships look like.

Who are these representations of relationships appropriate for?

Film, DVD and online classifications can help identify what viewing is appropriate for your age range. Some films, TV programmes shown after 9:00 PM, or online content aimed at older viewers are more likely to have more graphic representations of relationships and may focus on 'grittier' storylines which represent unhealthy relationships.

KPI5: Types of Contraception

Birth control	What is it?	How to use	Prescription Needed	Protects against STIs
Oral Contraceptive	Most contraceptive pills stop ovulation by preventing the ovaries from releasing an egg each month. Oral contraception needs to be taken around the same time each day.	Take one pill every day as directed	Yes	No
Injection	Each injection is more than 99% effective at preventing pregnancy. This method stops ovulation and makes the fluid at the opening to the uterus (womb) thicker, stopping sperm from getting through. The injection lasts 12-14 weeks.	Get injections every three months	Yes, injection given in health care providers office	No
Female condom	It is a loose non-latex pouch with a flexible ring at each end that sits in the vagina, to stop sperm from getting into the uterus.	Insert every time before sex	No	Yes
Male condom	It is a a strong latex (rubber) pouch that is put over the erect penis to stop sperm from getting into the vagina.	Partner must wear every time during sex	No	Yes

KPI6: What is consent?

Consent is:

- Freely given. It's not okay to pressure, trick, or threaten someone into saying yes.
- Reversible. It's okay to say yes and then change your mind — at any time!
- Informed. You can only consent to something if you have all the facts.
- Enthusiastic. You should do stuff you WANT to do, not things people expect you to do. If someone doesn't seem enthusiastic stop and check in.
- Specific. Saying yes to one thing (like going to the bedroom to make out) doesn't mean you're saying yes to other things (like having sex).

Consent cannot be given when:

- When a person is drunk or high, to the point that they are unable to speak or look after themselves.
- Asleep or Passed Out – if they are not conscious, they are unable to agree to any sexual activity. If someone passes out whilst engaging in sexual activity – STOP!
- They are Underage – Legally a person under the age of 16 cannot give consent to any sexual activity.
- Mental disability or learning difficulties which mean they are unable to fully understand what they are consenting to.

PKI6: Pornography

Pornography Laws in the UK:

- The legal age to buy/access pornographic material is 18, be this magazine, DVD's or internet access.
- It is legal to watch pornography in the UK as long as it doesn't feature under 18's, sex with animals, torture, scenes of rape or sexual assault, scenes which are violent to the point of life threatening or likely to cause serious harm.
- Under 18's who film or take sexual pictures of themselves or others can be charged with child pornography offences which can lead to prison sentences of up to 10 years. Even if all involved agreed.
- It is illegal to watch pornography with an under 18, this is considered a form of abuse.
- It is illegal to make and/or distribute pornographic photographs or films without all participants knowledge and consent. This can lead to up to 2 years in prison.

Ways in which pornography can distort views of relationships and sex include...

- Sex ends when the man ejaculates and orgasms.
- Women orgasm every time they have sex.
- People use insults and abusive language when having sex.
- Everyone wants to have sex all the time.
- Sex is an aggressive act of dominance of one partner over another.
- Women are portrayed as bored and sexually frustrated.
- People want to have sex with more than one person at a time.
- External ejaculation is expected and common.
- Anal Sex is common and popular amongst heterosexual couples.
- Sex is good every time.
- Penises are large (over 6 inches)
- Sex is all about what men want and men are in control.
- Women are expected to dress up and wear make up for sex.
- Sex is loud.
- Consent to sex means all sex acts.
- You must look and dress a certain way to be considered sexy

YEAR 9 | Science | Experimental and Mathematical Methods

What is an independent variable?	Variable that causes another variable to change (cause)	What is the difference between a line and a scatter graph?	Line graph looks like a dot to dot; scatter graph we tend to draw a line or curve of best fit.	Which number is represented by the prefix milli?	0.001, 10^{-3} , 1/1,000
What is a dependent variable?	Variable that changes because of a change to another variable (effect)	What is the definition of accurate?	How close the measurement is to the actual value.	Which number is represented by the prefix kilo?	1,000, 10^3
What is a control variable?	Variable that we must keep the same during our experiment	What is the definition of random error?	Difference between measurement and actual value that can't be predicted	Which number is represented by the prefix micro?	0.000001, 10^{-6} , 1/1,000,000
What goes in the left hand column of a results table?	Independent variable	What do we call a result that does not fit the pattern or trend?	Anomalous result / outlier	Which number is represented by the prefix Mega?	1,000,000, 10^6
What goes in the right hand column of a results table?	Dependent variable	What is the definition of resolution?	The smallest measurement that can be made with a measuring device.	Which number is represented by the prefix nano?	0.000000001, 10^{-9} , 1/1,000,000,000
What is a hazard?	An object/substance that could cause harm to someone.	What is the definition of range?	Difference between the largest value and the smallest value.	Which number is represented by the prefix Giga?	1000000000, 10^9
What is a risk?	The harm that could be caused to someone by a hazard.	What is the resolution of an ordinary 15 or 30 cm ruler?	1mm	What prefix do we use to represent 10^{-3} (1/1000 or 0.001)?	milli
What is a control measure?	Actions we can take to reduce the risk of harm.	What is the definition of a systematic error?	Difference between measurement and actual value that is same each time.	What prefix do we use to represent 10^9 (1,000,000,000)?	Giga
Where do we write the units in a results table?	Column headings	What is a zero error?	An error caused by the reading not being zero when no measurement is being made.	What prefix do we use to represent 10^{-9} (1/1,000,000,000 or 0.000000001)?	nano
What is an anomalous result?	A result that does not fit the pattern / trend.	How we can we avoid including zero errors in our measurements?	Set the measuring instrument to zero before measuring or subtract the initial reading from the final reading to calculate an accurate reading.	What prefix do we use to represent 10^3 (1,000)?	kilo
What is the definition of categorical data?	Data that can only have certain values.	What is the definition of precise?	Repeated measurements are close together (small random errors)	What does gradient tell us about a graph?	How steep the line is
What is the definition of continuous data?	Data that can have any value on a scale.	Why does doing repeats and taking a mean improve the accuracy of a measurement?	Reduces the effect of random error	What is the gradient of a horizontal section of graph?	Zero
What type of graph should we draw for continuous data?	Scatter / line	What is the definition of reliable?	Anyone could get the same experimental result again	How do we find the y intercept of a graph?	Find the point at which the line crosses the vertical (y) axis.
What type of graph should we draw for categorical data?	Bar / pie	What is the definition of repeatable?	If same person did same experiment again, they would get the same results	What is the rule for calculating the area of a trapezium?	$\frac{1}{2} (a+b) \times h$
Which variable usually goes on the horizontal axis of a scatter graph?	Independent	Which of the following gives the best definition of reproducible?	If someone else did the same experiment, they would get same results	What does the graph of a directly proportional relationship look like?	Straight line through the origin
Which variable usually goes on the vertical axis of a scatter graph?	Dependent	Why might a scientist's conclusion not be valid?	Hasn't kept control variables constant; confused correlation with causation; other factors involved.	What does the graph of an inversely proportional relationship look like?	Downwards sloping curve, never touches either axis
		What is the definition of resolution?	The smallest measurement that can be made with a measuring device.		

Español	English
En mi familia hay mi padre, mi madre y mi hermana mayor.	In my family there is my mum, my dad and my older sister.
Mi abuela tiene los ojos azules y el pelo gris y rizado.	My grandmother has blue eyes and grey curly hair.
También lleva gafas, pero no es ni alta ni baja.	Also, she wears glasses and is neither tall nor short.
Creo que mi padre es muy trabajador y un poco gracioso.	I think my dad is very hard working and a bit funny.
Me llevo bien con mi tía porque me hace reír.	I get on well with my aunt because she makes me laugh.
Sin embargo, me peleo con mi hermano ya que es verdaderamente molesto.	However, I argue with my brother because he is really annoying.
Un buen amigo es alguien que te apoya.	A good friend is someone who supports you.
Uso Instagram para compartir fotos y subir vídeos.	I use Instagram to share photos and upload videos.
Creo que las redes sociales son populares pero pueden ser peligrosas.	I think that social networks are popular but can be dangerous.
En mi opinión, lo malo de la tecnología es que es adictiva.	In my opinion, the bad thing about technology is that it is addictive.
Me encanta leer revistas porque son entretenidas.	I love to read magazines because they are entertaining.
De vez en cuando leo novelas de amor.	From time to time I read love novels.
Por otro lado, nunca leo periódicos puesto que es aburrido aunque mi madre dice que es informativo.	On the other hand, I never read newspapers because it is boring although my mum says it is informative.
Prefiero leer en formato digital porque es más barato que los libros tradicionales.	I prefer reading e-books because it is cheaper than traditional books.

KEY PROCESSES AND THEIR STEPS

TEXTURAL RUBBINGS

1. Place newspaper on the table.
2. Place a leaf (with the veins facing up) on top of the newspaper.
3. Place the paper/fabric on top of the textured surface (example could be a leaf).
4. Using the fabric crayon or wax crayon (lying flat), rub over the surface of the paper/fabric to capture the textural surface. Swipe the surface, do not scrub.
5. Repeat this until the entire piece of paper/fabric is filled with patterns and rubbings of the textured surface.
6. Once filled with rubbings, place the fabric (not for paper) between two layers of greaseproof paper (top and bottom) and iron until the fabric no longer feels waxy.

INTEGRATED WEAVING

1. Cut a selection of fabric strips from fabric that are not stretchy, too thick or thin and give good colour.
2. On a piece of fabric that fits on your book page, fold it in half and cut **ACROSS** the fold to create slices. *****Do not cut all the way to the end of the fabric.*****
3. Once you have cut long slices down the length of the fabric, unfold your fabric and thread your needle. You will need a knot on the long tail end of the thread.
4. Begin on one side of sliced fabric (**WEFT**) and weave (using **PLAIN** weave) the fabric strips (**WARP**) through the slices from top to bottom.
5. Repeat this process until the entire piece of **WARP** fabric has **WEFT** strips woven through.
6. Using a running stitch (in and out like a dolphin) to secure the top of the weft strips in place. Once done, repeat to secure the bottom.

INK AND WATER PAINTING

1. Draw onto the surface of a piece of paper or fabric with water soluble marker pen.
2. Add in details with mark making (e.g. cross hatching or stippling) to add more ink onto the surface.
3. Using water and a paintbrush, apply water to the surface, this then turns the pigment from the marker into a paintable surface.
4. Blend and mix the ink around the fabric or paper to allow the marker to be painted onto the surface of your work.
5. Let dry, if you want to add detail in again, you can.

POLYPRINTING

1. Draw pattern lightly onto polystyrene block.
2. Using sweeping motion, imprint the pattern into the block deeper with a biro – this must be done in layers, not just “gouging” holes in the block.
3. Make sure that all ridges and lines are deeply drawn into place in the pattern.
4. Using a sponge and fabric paint, print the polystyrene block onto fabric and paper in repeating patterns.
 - Formal Pattern – deliberate and organised pattern placement.
 - Informal Pattern – random and disorganised pattern placement.

THREADING THE SEWING MACHINE

STEP 1

Turn Off the Sewing Machine: Before you begin threading up **TURN OFF** your sewing machine! This is for safety, as your hands will be near the needle and moving machinery.

STEP 2

Put the Needle Up: Turn the handwheel on the side of the sewing machine towards you until the needle is fully up.

STEP 3

Positioning the Thread Spool: Begin by putting the thread spool onto the spool holder. You may also have a spool holder that is sitting sideways.

STEP 4

Back Thread Guide: Holding the thread place it through the back thread guide. There should be a small groove or hook. Make sure the thread goes through this otherwise the machine won't sew correctly.

STEP 5

Front Thread Guide: Take the thread down the front channel and around the front tension guide at the bottom.

STEP 6

Through the Take-up Leaver: Take the thread up from the front thread guide and through the take-up lever hook.

STEP 7

Above Needle Hook: Pull the thread down the channel from the take-up lever and through the small hook above the needle. This hook is usually around the same spot the top of the needle sits.

STEP 8

Thread The Needle: Place the thread in the eye of the needle from the front through to the back. Pull the thread under the presser foot and past the back of the machine to create a long thread tail.

STEP 9

Insert the Bobbin: Remove the bottom cover by pulling it towards you and place the bobbin into the bobbin case. Follow the arrow directions on the bobbin cover for the way to position the bobbin correctly.

STEP 10

Pull Up the Bobbin Thread: Hold the top thread tail while turning the handwheel towards you on the sewing machine. You should see the bobbin thread looped around the top thread. Pull until you can grab the bobbin thread. Replace the bobbin cover on the machine.