

The logo for Oasis Academy Coulsdon is located in the top left corner. It consists of a green arrow pointing downwards and to the right, with the word "Oasis" in white. Below the arrow is a dark blue banner with the words "academy" and "coulsdon" in white.

Oasis

academy
coulsdon

YEAR 9

Name: _____

Mentor group: _____

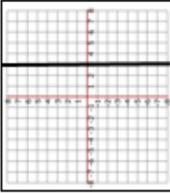
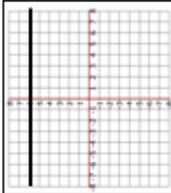
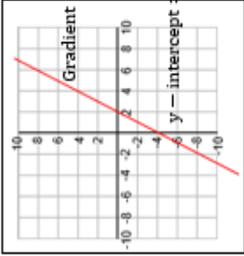
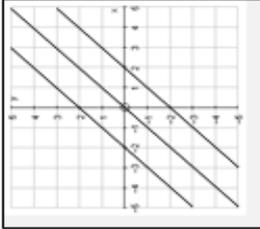
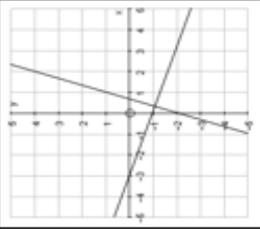
BLOCK 1

**KNOWLEDGE
ORGANISER
BOOKLET**

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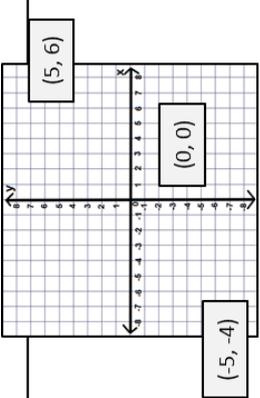
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MATHEMATICS

Unit 2 – $y = mx + c$			
No.	Question	Answer	Example
2.1	Vertical lines are always	$x = \dots$ where all the x coordinates are the same	 $x = 3$
2.2	Horizontal lines are always	$y = \dots$ where all the y coordinates are the same	 $y = 6$
2.3	m	Gradient	Example: $y = 2x - 4$ 
2.4	To find the gradient	"rise over run" $\text{Difference in } y = y_2 - y_1$ $\text{Difference in } x = x_2 - x_1$	
2.5	c	y intercept	
2.6	To find the y-intercept	The y coordinate when $x = 0$ This is where the line crosses the y axis	
2.7	Parallel lines	Have the same gradient	 $y = x + 2$ $y = x$ $y = x - 2$
2.8	Perpendicular lines	$-\frac{1}{\text{gradient}}$	 $y = 3x + 2$ $y = -\frac{1}{3}x - 1$

Unit 1 - coordinates		
No.	Question	Answer
1.1	Coordinates are always	(x, y) "along the corridor and up the stairs"
1.2	Midpoint of a line	$\left(\frac{x_1+x_2}{2}, \frac{y_1+y_2}{2}\right)$

Example



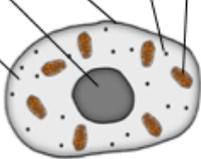
$(-5, -4)$ $(0, 0)$ $(5, 6)$

Midpoint: $\left(\frac{x_1+x_2}{2}, \frac{y_1+y_2}{2}\right)$

Unit 3 - proportion		
No.	Question	Answer
3.1	Direct proportion	As one variable increases, the other variable increases
3.2	Indirect proportion	As one variable increases, the other variable decreases
3.3	The unitary method	Find one first

Unit 4 – standard form		
No.	Question	Answer
4.1	Standard form	A way of writing very big or very small numbers using powers of 10
4.2	10^{-3}	0.001
4.3	10^{-2}	0.01
4.4	10^{-1}	0.1
4.5	10^0	1
4.6	10^1	10
4.7	10^2	100
4.8	10^3	1000

cytoplasm	site of chemical reactions in the cell	gel like substance containing enzymes to catalyse the reactions
nucleus	contains genetic material	controls the activities of the cell and codes for proteins
cell membrane	semi permeable	controls the movement of substances in and out of the cell
ribosome	site of protein synthesis	mRNA is translated to an amino acid chain
mitochondrion	site of respiration	where energy is released for the cell to function

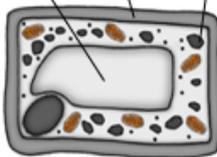


animal cell

Eukaryotes complex organisms

contains all the parts of animal cells plus extras

permanent vacuole	contains cell sap	keeps cell turgid, contains sugars and salts in solution
cell wall	made of cellulose	supports and strengthens the cell
chloroplast	site of photosynthesis	contains chlorophyll, absorbs light energy



plant cell

AOA Cell Structure

Prokaryotes simpler organisms

Bacterial cells are much smaller than plant and animal cells

cell membrane	site of chemical reactions in the cell	gel like substance containing enzymes to catalyse the reactions
bacterial DNA	not in nucleus floats in the cytoplasm	controls the function of the cell
cell wall	NOT made of cellulose	supports and strengthens the cell
plasmid	small rings of DNA	contain additional genes
cytoplasm	semi permeable	controls the movement of substances in and out of the cell



nerve	carry electrical signals	long branched connections and insulating sheath
sperm	fertilise an egg	streamlined with a long tail acrosome containing enzymes large number of mitochondria
muscle	contract to allow movement	contains a large number of mitochondria long

specialised animal cells

root hair	absorb water and minerals from soil	hair like projections to increase the surface area
xylem	carry water and minerals	TRANSPARATION - dead cells cell walls toughened by lignin flows in one direction
phloem	carry glucose	TRANSLOCATION - living cells cells have end plates with holes flows in both directions

specialised plant cells

Specialised cells

Cell differentiation

how a cell changes and becomes specialised
Undifferentiated cell are called STEM cells

animal cell differentiation

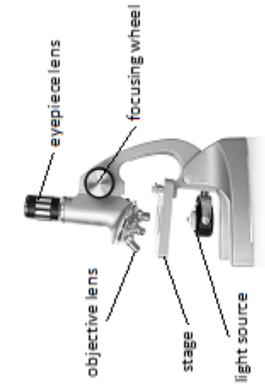
early stages of development only for repair and replacement

plant cell differentiation

all stages of life cycle the stem cells are grouped together in meristems

Microscopy

$$\text{magnification } M = \frac{\text{size of image I}}{\text{real size of the object A}}$$



Feature	Light (optical) microscope	Electron microscope
Radiation used	Light rays	Electron beams
Max magnification	~ 1500 times	~ 2 000 000 times
Resolution	200nm	0.2nm
Size of microscope	Small and portable	Very large and not portable
Cost	~£100 for a school one	Several £100,000 to £1 million plus

PREFIXES		
Prefix	Multiple	Standard form
centi (cm)	1 cm = 0.01 m	$\times 10^{-2}$
milli (mm)	1 mm = 0.001 m	$\times 10^{-3}$
micro (µm)	1 µm = 0.000 001 m	$\times 10^{-6}$
nano (nm)	1nm = 0.000 000 001 m	$\times 10^{-9}$



Art Knowledge Organiser Year 9: Bauhaus Poster Design Project

Key Words: <i>Design Ideas</i>	
Composition	The position and layout of shapes in your design
Balance	The even spread and spacing of the shapes across the design
Orientation	The direction that a shape has been put on the page e.g. vertical, horizontal and diagonal
Overlap	The way some objects tuck underneath and some float on top of others
Scale	The different size of shapes used within the design
Shape	The outline of the objects in your design
Flip	A mirror image of a shape (symmetry)
Bleed	The shapes of some whole objects are cut off by the edges of the design



Walter Gropius

Walter Adolph Georg Gropius was a German architect and founder of the Bauhaus School.

"The Bauhaus strives to bring together all creative effort into one whole, to reunify all the disciplines of practical art: sculpture, painting, handicrafts, and the crafts as inseparable components of a new architecture. The ultimate, if distant, aim of the Bauhaus is the unified work of art - the great structure - in which there is no distinction between monumental and decorative art"

- Walter Gropius, Aims of the program of the Staatliche Bauhaus in Weimar 1919

Staatliches Bauhaus

The Bauhaus, a German word meaning - "House of building", was a school founded in 1919 in Weimar, Germany by architect Walter Gropius.

The Bauhaus teaching method replaced the traditional pupil-led relationship with the idea of a community of artists working together. Its aim was to bring art back into contact with everyday life, and architecture, performing arts, design and applied arts were therefore given as much weight as fine art.

The name is a combination of the German words for building (bau) and house (haus) and may have been intended to evoke the idea of a guild or fraternity working to build a new artistic society.



Key Ideas

Bauhaus

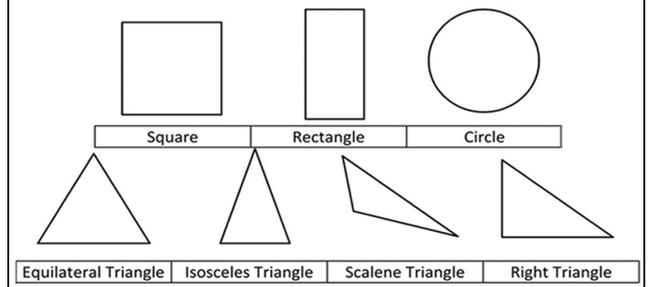
- The motivations behind the creation of the Bauhaus lay in the 19th century, in anxieties about the soullessness of manufacturing and its products, and in fears about art's loss of purpose in society. Creativity and manufacturing were drifting apart, and the Bauhaus aimed to unite them once again, rejuvenating design for everyday life.
- Although the Bauhaus abandoned much of the ethos of the old academic tradition of fine art education, it maintained a stress on intellectual and theoretical pursuits, and linked these to an emphasis on practical skills, crafts and techniques that was more reminiscent of the medieval guild system. Fine art and craft were brought together with the goal of problem solving for a modern industrial society. In so doing, the Bauhaus effectively leveled the old hierarchy of the arts, placing crafts on par with fine arts such as sculpture and painting, and paving the way for many of the ideas that have inspired artists in the late 20th century.
- The stress on experiment and problem solving at the Bauhaus has proved enormously influential for the approaches to education in the arts. It has led to the 'fine arts' being rethought as the 'visual arts', and art considered less as an adjunct of the humanities, like literature or history, and more as a kind of research science.

What is a typeface?

In typography, a **typeface** (also known as **font family**) is a set of one or more fonts each composed of glyphs that share common **design** features. Each **font** of a **typeface** has a specific weight, style, condensation, width, slant, italicization, ornamentation, and **designer**.



Commonly used shapes in Bauhaus and Constructivist graphic design:



Wassily Kandinsky

Taught at the Bauhaus between 1922-1933

Kandinsky was one of the most influential Bauhaus masters.

Kandinsky taught a basic design class for beginners and also conducted painting classes and a workshop in which he augmented his colour theory with new elements of form psychology.

His studies focused on the effects of straight lines and contrasting tones of curved and angled lines. Geometrical elements took on increasing importance in both his teaching



and painting particularly the circle, half-circle and the angle of straight lines and curves.

The relationship of colour to form was of central significance to Kandinsky's thinking and method of teaching art. The Bauhaus characteristic assignment of the three primary colours red, yellow and blue to the geometrical forms square, triangle and circle was based on Kandinsky's colour and form theory.

Wassily Kandinsky's Test

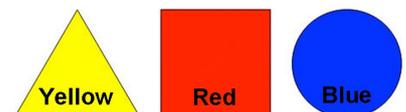
In 1923 Kandinsky circulated a questionnaire at the Bauhaus, asking respondents to fill in a triangle, square and circle with the primary colours.

He hoped to discover a universal correspondence between form and colour, embodied in the equation:

Blue = Circle

Red = Square

Yellow = Triangle



DRAMA

Enter: To come onto the stage

Exit: To leave the stage

Levels: The height of the character or the positioning compared to others.

In the Round: The audience are seated in a circle facing in.

End On: The audience are seated facing the stage area straight on (as above)

Traverse: The audience are either side of the stage area. (Like a catwalk)

Thrust: A combination of End On and Traverse

Proscenium Arch: the stage has a frame that creates a picture effect.

Creating a Character

- **Given Circumstances:** What we already know about the character from the text.
 - **Objective:** What the character wants in the play. (This will influence how the character acts and reacts to get it)
 - **Arc:** The emotional journey of the character. How the character changes from the beginning of the play to the end.
 - **Status:** How much power and importance the character has. (High or low)
 - **Emotional Memory:** Finding moments in the actors life where he/she felt the same or similar to the character and trying to remember what it felt like.
 - **Inner Dramatic Dialogue:** The thoughts going through the characters mind. This can be very different from what they are actually saying and will make for a much more interesting performance.
 - **Empathy:** Being able to get inside the character to think and feel as they do.
 - **7 Levels of Tension (Catastrophic; Cool; Economic; Alert; Suspense; Passionate; Tragic):** Each character will have a usual level of tension but will also get more tense and more relaxed depending on what happens to him/her.
 - **Laban Efforts (Pushing; Punching; Flicking; Dabbing; Wringing; Gliding; Floating; Slashing)** Each character will have a basic effort that describes the character but will also use others in different situations.
1. **Setting the Scene:** Introducing the characters, place, time and situation.
 2. **Exposition:** Tells the story up to the point when the play starts. What the audience needs to know.
 3. **Introduce the Dilemma:** Something starts to go wrong or a problem occurs.
 4. **Develop the tension:** Tension builds. Things get worse and worse causing the audience to literally get 'tense' wondering what will happen next.
 5. **Climax:** The height of the scene where the problem comes to a head. The emotions are very extreme: extremely funny, extremely sad, extremely shocking etc.
 6. **Resolution:** How the situation ends. Usually the characters have changed as a result. A new beginning.
- **Transitions:** The movements between scenes. How these are carried out in a manner that keeps the audience interested and maintains the atmosphere.
 - **Anti-climax:** this is where tension builds to the point where it looks like something dramatic is about to happen but then it doesn't. It's used a lot in comedy when somebody says something funny to defuse the tension.

Upstage Right	Upstage	Upstage Left
Stage Right	Centre Stage	Stage Left
Downstage Right	Downstage	Downstage Left

(audience)

- **Naturalistic:** The performance is as close to real life as possible.
- **Non-naturalistic:** The performance is more theatrical and tells the story using a variety of techniques such as flashbacks; direct address to the audience; multiple role-play.
- **Physical Theatre:** This means the performance is literally more physical. To tell the story the performers focus on their bodies. E.g. Mask work, creating a forest using the bodies of the performers, Mime...
- **Theatre in Education (TIE):** A play that is created to teach a particular lesson. Often toured round schools and to young people. Often followed by a workshop or discussion about the topic.

Genres of Drama

- **Comedy:** The story shown is funny and ends happily. There are many types of comedy...
- **Slapstick:** Physical comedy that centres around accidents, mock fights and humiliation
- **Tragedy:** The story shown is sad and usually involves the death or downfall of its main character/s.
- **Gritty Realism:** About real, usually working class, poor people.
- **Historical Drama:** Set in a particular historical period
- **Docudrama:** Looking like a documentary with reconstructions (like 'Crimewatch')
- **Soap:** Follows the format of a television soap; long interrelated storylines; prologue at the beginning; follows the fortunes of the characters who live/work in a particular place.

Vocal skills and techniques e.g clarity of diction, inflection, accent, intonation and phrasing; pace, pause and timing; projection, pitch; emotional range; song and/or choral speaking

Physical skills and techniques e.g movement, body language, posture, gesture, gait, co-ordination, stillness, timing, control; facial expression; eye contact, listening, expression of mood; spatial awareness; interaction with other performers; dance and choral movement

FOOD TECHNOLOGY

Knowledge Organiser year 9 – 1a

Food & Nutrition

Topic: Food Preparation Skills

Knife Holds



To use the claw grip, shape your hands into a claw shape tucking the thumb inside the fingers

The knuckle to fingertips part of the hand acts as a barrier against the knife blade when being held in the claw grip shape.

It is safer to use a large knife with a flat-sided blade than a smaller one for this reason.

Place the item you want to cut flat side down on a chopping board and the rest the claw on the item to be sliced.

Hold the knife in the other hand. Use the knife point as a pivot (it should not leave the board). As you slice, the food moves towards the knife; this reduces the health and safety risk.



Bridge Hold

To use the bridge hold, first place the flat surface of the item on a chopping board

Now from a bridge with the thumb and index finger of one hand and hold the item on the chopping board.

Hold a knife in the other hand and position the blade under the bridge formed with your hand. Firmly cut downwards.

Jardinière 	Julienne 	Macedoine mas-i-dwahn 	Batonnet bah-tow-NAY 	Chiffonade 	Brunoise BROON-wahz 	Turning 
--	--	---	---	--	--	---

There are specific terms used for vegetable cuts relating to the size and shape of the outcome

 Cooks Knife	Dicing, chopping, trimming vegetables, meat, poultry, fresh herbs.
 Paring Knife	Fruits, vegetables
 Boning Knife	Removing bones from meat and poultry.
 Filleting Knife	Filleting fish
 Carving Knife	Carving meat
 Bread Knife	Slicing bread
 Palette Knife	Icing cakes, turning food during cooking, moulding, smoothing food.

Classification of Meat

4 main meat sources –
Animals – pork, beef, lamb, Poultry – chicken, turkey, duck, goose.
Game – feathered or furred.
Offal – tongue, tripe, kidney, heart, brain, trotters.

Boning A Chicken

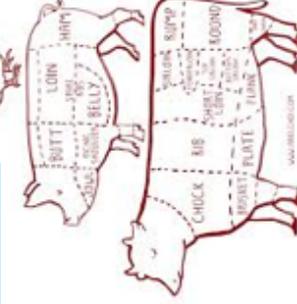
Remove the legs by cutting down through the skin, in-between the joint. Turn the chicken over and break the leg-pop it out of the joint.

Find the knuckle an cut through the leg, this separates the thigh and drumstick.

Cur through the joint to remove the wing.

Cut a V shape on either side of the wish bone to release it, cut through the knuckle at the base.

Remove the breast from the carcass.



Knife Safety Rules

The correct knife should be used for the appropriate job.

Knives must be kept sharp and clean; a blunt knife is more likely to cause a cut because more pressure needs to be applied to use it to cut.

Knife handles must be grease-free

The point must always be downwards when carrying a knife.

Knives should not be put in the washing up bowl.

A Knife must not be left on the edge of the table or chopping board



KEEP CALM

FOLLOW THE RULES

FOOD TECHNOLOGY

Knowledge Organiser Year 9 - 1B

Food & Nutrition

Topic: Food Preparation Skills

Meat

The Structure of Meat

Meat is a muscle, which consists of fibres held together by connective tissue. Tough meat is associated with longer fibres and the older the animal the tougher the meat. Muscles that do a lot of work will also give tough eat – thighs and shoulders.

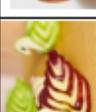
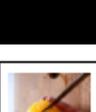
Cooking of Meat

Cuts of meat from muscles that do a lot of work will need, long slow cooking methods in wet heat – braising, stewing, casseroles. Tougher meats can also be minced to break up the connective tissue so that it cooks quickly – minced beef. Cuts of meat that are not used so much by the animal are tenderer and can be cooked much more quickly in dry heat – grilling, frying.

Marinating & Tenderising

Marinades are added to meat before cooking to add flavour, the acid content breaks down the protein (lemon, yoghurt, wine)

Key Words

Blend	Skin	Blanch	Dice	Garnish	Core	Mash	shred	Scoop	Segment
									

Binding

Binding means holding ingredients together.

Eggs act as a binding agent and holds together burgers / fishcakes. Eggs can also enrich pastry / roux as well as to bind.

Water binds dry ingredients like flour and fat for pastry.

Breadcrumbs are a binder in sausages. Potato and flour bind fishcakes

Coating

Coating means adding an outer layer.

Breadcrumbs on fish cakes and goujons.

Batters are used to protect fish.

Chocolate is used as a coating (enrobe) – KitKat.



Glazing

Egg wash gives a golden shiny finish.

Egg white gives a crisp, golden texture – sweet foods.

Egg yolk gives a golden brown colour – potato dishes.

Milk gives a matt golden brown colour – scones.

Sugar and water for sweet coverings.

Jam gives a shiny fish on fruit flans.

Arrowroot is a clear shiny gel – fruit flans.

Effects of Cooking Meat

The browning of meat is called

enzymic browning / Maillard Reaction. It is caused by the natural

sugars and proteins producing a dark colour.

As meat cooks it **coagulates**.

Collagen breaks down into gelatine, making the meat tender.

Checking for Readiness

Meat joints can be tested using a temperature probe.

The following must not be eaten undercooked – chicken – 80c, pork – 75c, offal, game, burgers, sausages, kebabs.

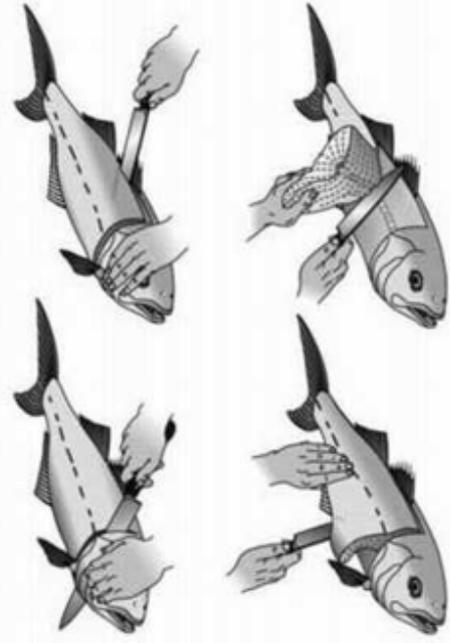
Fish cooks quickly because the muscle is short and the connective tissue is very thin. The tissue and collagen will coagulate at 75c. Fish can be bread crumbed, battered, grilled, baked, steamed, fried, poached or steamed.

Fish can be smoked, salted, fresh and frozen.

Key words

Combined
Rubbing – in
Binding
Coating
Goujons
Enriched
Collagen
Elastin
Maillard
Gelatine
Cross
contamination
Coagulate
Enrobe
Connective
Smoking

Filleting Fish



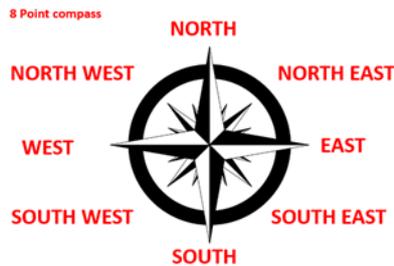
GEOGRAPHY

The United Kingdom

The world is made up of 7 continents (South America, North America, Europe, Africa, Asia, Oceania/Australasia, Antarctica and Antarctica). The United is located in Europe and is made up of four countries (England, Wales, Scotland and Northern Ireland). London is the capital city of the United Kingdom.

8 point compass

Is used to describe direction.



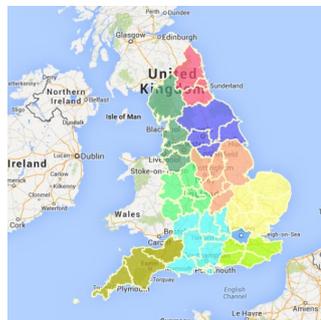
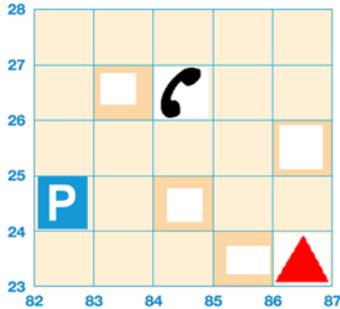
Scale

A scale is used to help us work out real distances between two places on a map. You can use a scale line or ratio (e.g. 1 : 25,000).

An OS map is a very detailed map. OS maps are split up into squares. These are known as grid squares. A grid reference is used to help describe the location of a place or feature on a map. It directs you to a certain grid square

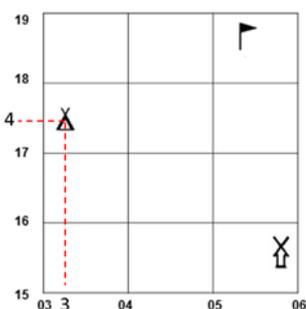
How to read a 4 figure grid reference: remember the rule *along the corridor, up the stairs*.

4 figure



6 figure grid references.

These are used to state where exactly in a grid square a feature is. To create a 6 figure grid reference you need to also say how many tenths *across* the square and *up* the square the symbol is. The extra two numbers make up the 3rd and 6th number in the grid reference.



Latitude and Longitude

The number of latitude degrees will be larger the further away from the equator the place is located, all the way up to 90 degrees latitude at the poles. Latitude locations are given as ___ degrees North or ___ degrees South. Vertical mapping lines on Earth are lines of longitude, known as "meridians".

Human Geography of the UK

Human features have been created by humans (*towns cities roads and railways*).



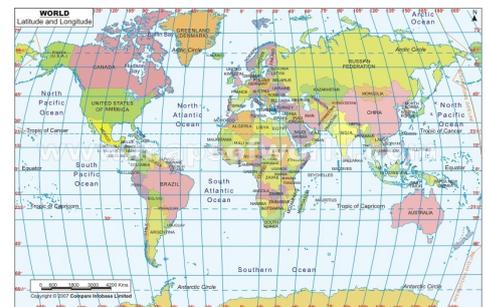
Physical Geography of the UK

Physical features are natural features of the land that have not been created by humans (*rivers, lakes, mountains and oceans*). Physical features are shown on a relief map. Relief is the geographical word that tells us the lay of the land (*slope steepness, altitude*)



How to describe locations using physical and human features.

1. Use compass points to state what the location is next to
2. State the physical features in the area
3. State the human features in the area.



Crime and Punishment: 1000-1500

Middle Ages Crime		Middle Ages: Law Enforcement	
		Hue and cry	Witnesses to a crime had to raise the hue and cry – Stop, thief!. Anyone who heard had to join the chase to catch the criminal or face a fine.
Petty theft	In Saxon England 75% of all crime was theft of small items e.g. food, livestock.	Tithing	All men over 12 had to join a tithing. A group of 10 men. If one the group committed a crime the others had to tell or pay a fine.
		Reeve	In charge of 10 tithings. When a crime was reported the Reeve had to bring the criminal before the Manor Court
1066	Normans invade and win battle of Hastings. William the Conqueror crowned King	Manor Court	The whole village was jury with the Lord as judge.
		Trial by Ordeal	If the jury could not decide then the decision was placed in God's hands through trials by hot water, hot iron and blessed bread (for clergy)
Forest Law	Made all the forests and animals in them property of the King. Created crime of poaching	1066	Normans add trial by combat to trial by ordeal
		Sherriff	'high reeve' in French could command peasants to help chase criminals in his posse.
Murdrum Fine	if a Norman soldier was killed all of the local community had to pay a fine. Aimed to prevent treason	1215 –	Trial by Ordeal banned by the Pope.
		1300 sanctuary	claimed by criminals on the run when they reached a church. They could stay for 40 days after which they had to face trial or go into exile.
Harrying of the North	Soon after the William became King there was a large rebellion in the North. William defeated the rebellion. To deter further rebellions and to show the Saxons who was boss he murdered villagers, burned homes and crops . This cruel treatment was called the Harrying of the North .	1300 Benefit of clergy	Priests would not be executed. To prove you were a priest you had to recite a verse from the bible. So criminals learnt verses off by heart to avoid execution by hanging. This was known as the 'neck verse'.
		1300 Church courts	heard cases involving priests. These courts gave much less harsh sentences than normal courts
Outlaw	A criminal who escaped capture and went 'on the run' committing many crimes over a long period of time. E.g. the Folville Gang	1300 quarter sessions	Held in each county four times a year, heard serious cases by ordinary people e.g. murder. Judges were Justices of the Peace – the most powerful
		1300 Royal Court	Judges who were appointed by the King. Travelled around the country 2 or 3 times a year to hear the most serious cases e.g. crimes committed against the King, the church, by nobles.

Middle Ages: Punishment	
Wergild	' Blood price '. Saxon system of compensation paid to victim
Mutilation	People caught stealing several times would have their hand cut off
Humiliation	Petty crimes and drunkenness punished by the stocks or pillory
1066	William abolishes Wergild . All fines are now paid to the King
Mutilation	Continues under the Normans for repeat offenders and poachers. Whipping added.
Humiliation	An addition to stocks and pillory, carting and ducking added for minor crimes
Execution	Hanging, used much more frequently by the Normans compared to Saxons. Punishment for treason and murder.

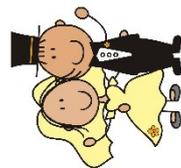
MFL: FRENCH

Important verbs avoir and être		Verbs	Adjectives	
Etre – to be	Avoir – to have	Se marier – to marry	Séparés – separated	Fiancé(e) – engaged
Je suis– I am	J’ ai – I have	S’appeler – to be called	Petit – small	Seul(e) – alone
Tu es – you are	Tu as – You have	S’entendre avec – to get on with	Sympa – nice	Mort(e) – dead
Il/elle/on est – He/she/one is	Il/elle/on a – He/she/one has	Ressembler à – to look like	Divorcé(e) – divorced	Surexcité(e) – excited
Nous sommes – we are	Nous avons – We have	Décrire – to describe	Content(e) – happy	Honnête – honest
Vous êtes – You are (plural & formal)	Vous avez - You have (plural & formal)	Aimer – to like	Célibataire – single	Patient(e) – patient
Vous êtes – You are (polite)	Vous avez – You have (polite)	S’ énerver – to get on nerves	Tendre - loving	Important(e) – important
Ils/ elles sont – they are	Vous avez – You have (polite)	Être clair – to make sense	Marié(e)- married	Blanch(e)- white
Relationships with family and friends		Possessive adjectives		Veux-tu te marier?
Le frère	brother	Ton/ ta	Your	Le mode de vie – lifestyle
L’ami/ l’amie	friend	Son/ sa	His/hers	Le risque – the risk
Le cousin/la cousine	cousin	Votre	your	La stabilité – stability
Le grand-père	grandfather	Notre	Our	Le bonheur – happiness
L’oncle	uncle	leur	their	Les nocces d’or – golden wedding
Le grandpapa	grandpa	Reflexive verbs		Future tense
Le compagnon/ la compagne	partner	S’entendre avec – to get on with	Form the future tense with the present tense of + the infinitive	
Le demi - frère	step brother	Attendre avec impatience – to look forward to	Je me marierai à 18 ans – I will marry at 18	
Le beau - père	Step father	Divorcer – to divorce	Tu te marieras – You will marry	
Les frères et soeurs	brothers and sisters	Comparatives		Il/ elle/ on se mariera – He, she will marry
La demie - soeur	Half-sister	Petit(e), plus petit(e) – small, smaller	Nous nous marierons – We will marry	
La femme	The woman	Gros(se), plus gros(se) – big, bigger	Vous vous mariez – You will marry	
La communauté	community group	Bien, mieux – good, better	Vous vous mariez – You will marry	
La grand -mère	grandmother	Jeune, plus jeune – young, younger	Ils/ elles se marieront – They will marry	
La grandmaman	grandma	Nouns and gender patterns.		
La belle - mère	step mother	Masculine – le = days, months, Seasons, compass points, weather words, nouns ending in –er, age, at, et		J’aimerais – I would like to
La tante	aunt	Feminine – la = many fruits and trees, nouns ending in –ée, ique, ette, ine, ade		Je veux – I want to
La veuve	widow			Question words
L’ enfant unique	only child	Quand – When ?	Comment – How ?	
Le couple	couple	Où – Where ?	Quel, quelle – Which ?	
Les grandparents	grandparents	Qui – Who ?	Combien de temps – How long ?	
La mariée	bride	French cases		
Nominative, accusative, dative, genitive.				

MFL: GERMAN

Important verbs haben and sein		Verbs	Adjectives	
sein- to be	Haben – to have	heiraten – to marry	getrennt – separated	verlobt – engaged
Ich bin- I am	Ich habe – I have	heißen – to be called	klein – small	allein – alone
Du bist – you are	Du hast – You have	auskommen – to get on with	nett – nice	gestorben – dead
Er/sie/es ist – He/she/it is	Er/sie/es hat – He/she/it has	aussehen - to look like	geschieden – divorced	aufgeregt – excited
Wir sind – we are	Wir haben – We have	beschreiben – to describe	glücklich – happy	ehrlich – honest
Ihr seid – You are(plural & formal)	Ihr seid - You have (plural & formal)	gefallen – to like	ledig – single	geduldig – patient
Sie sind- You are (polite)	Sie haben – You have (polite)	Auf die Nerven gehen – to get on nerves	liebvoll - loving	wichtig – important
sie sind – they are	Sie haben– they have	Sinn haben – to make sense	verheiratet - married	weiß - white
Relationships with family and friends		Possessive adjectives	Willst du heiraten ?	
Der Bruder	brother	Dein	Die Hochzeit - wedding	Der Lebensstil – lifestyle
Der Freund/die Freundin	friend	Sein/ihr	Die Kirche - church	Das Risiko – the risk
Der Cousin/die Cousine	cousin	Euer	Das Kleid – dress	Die Stabilität – stability
Der Großvater	grandfather	Unser	Das Glück – happiness	Der Streit – argument
Der Onkel	uncle	Ihr	Die goldene Hochzeit – golden wedding	Die Wohnung – flat
Der Opa	grandpa	Reflexive verbs		
Der Partner/die Partnerin	partner	Sich verstehen – to get on with	Form the future tense with the present tense of werden + the infinitive	
Der Stiefbruder	Step brother	Sich freuen auf – to look forward to	Ich werde <i>mit 18</i> heiraten – I will marry at 18	
Der Stiefvater	Step father	Sich scheiden lassen – to divorce	Du wirstheiraten – You will marry	
Die Geschwister	Brothers and sisters	Comparatives	Er/sie/es wirdheiraten – He, she will marry	
Die Halbschwester	Half-sister	Klein, kleiner – small, smaller	Wir werden.....heiraten – We will marry	
die Frau	The woman	groß, größer – big, bigger	Ihr werdet.....heiraten – You will marry	
Die Gemeinschaft	Community group	Gut, besser – good, better	Sie werden heiraten – You will marry	
Die Großmutter	grandmother	Jung, jünger – young, younger	sie werden.....heiraten – They will marry	
Die Oma	grandma	Nouns and gender patterns.		
Die Stiefmutter	Step mother	Masculine – der = days, months, Seasons, compass points, weather words, nouns ending in –ig and most ending in –en.	Ich möchte – I would like to	
Die Tante	aunt	Feminine – die = many fruits and trees, nouns ending in –ei, -heit, -ie, -in, -keit, -schaft, -tät, -ung.	Ich will – I want to	
Die Witwe	widow	Neuter – das = most countries and metals, most foreign words, nouns ending in –chen and –lein and many starting with Ger.	Question words	
Das Einzelkind	only child		Wann – When ?	Wie – How ?
Das Ehepaar	couple		Wo – Where ?	Welche – Which ?
Die Großeltern	grandparents		Wer – Who ?	Wielange – How long ?
Die Braut	bride		German cases	
		Nominative, accusative, dative, genitive.		

Important verbs ser and tener		Verbs		Adjectives	
ser – to be	tener – to have	casarse – to marry	separado – separated	comprometido – engaged	
yo soy – I am	yo tengo – I have	llamarse – to be called	casado – married	hablador – chatty	
tú eres – you are	tú tienes – you have	cuidar – to look after	soltero – single	muerto – dead	
él/ella es – he/she is	él/ella tiene – he/she has	buscar – to look for	divorciado – divorced	emocionado – excited	
		describir – to describe	feliz – happy	honrado – honest	
nosotros somos – we are	nosotros tenemos – we have	discutir – to argue	solo – alone, only	peligroso – dangerous	
vosotros sois – you are (plural)	vosotros tenéis - you have (plural)	encontrar – to find	cariñoso – loving	misimo – same	
ellos/ellas son – they are (polite)	ellos/ellas tienen – they have	fastidiar – to annoy	amable – kind	comprensivo – understanding	
<i>Tenemos suerte porque nos gustan las mismas cosas – We are lucky because we like the same things.</i>		Possessive adjectives		maleducado – rude	
Relationships with family and friends		tu/s	your	gracioso – funny	
el padre/la madre	father/mother	su/s	his/hers	maduro – mature	
el hijo/la hija	son/daughter	nuestro/s	our	largo – long	
el hermano/la hermana	brother/sister	vuestro/s	your (pl)	joven – young	
el abuelo/la abuela	grandfather/grandmother	su/s	their	viejo – old	
el primo/la prima	cousin	Nouns			
el nieto/la nieta	grandson/granddaughter	llevarse con – to get on with		la boda – wedding	el piso – flat
el padrastro/la madrastra	step-father/step-mother	llamarse – to be called		el matrimonio – a marriage	el sitio – place
el hermanoastro/la hermanastra	step-brother/step-sister	casarse – to get married		la vida – life	el lugar – place
el tío/la tía	uncle/aunt	reírse – to laugh		el beso – life	el sentido de humor – sense of humour
el novio/la novia	boyfriend/girlfriend	alergarse de – to be happy about		la pareja – a couple	
la mujer/el marido	wife/husband	parecerse a – to look like		la fiesta – a party	la gente – people
el esposo/la esposa	spouse	pelearse – to fight		la felicidad – a happiness	el consejo – advice
Physical description		<i>Nos llevamos bien – We get on</i>		el anciano – old person	el invitado – guest
los ojos – eyes	liso – straight			la cosa – thing	los familiares – relatives
el pelo – hair	rizado – curly			la disputa – an argument	
las pecas – freckles	ondulado – wavy			la discusión – an argument	
la nariz – nose	corto – short			Linking words	
la boca – mouth	largo – long			ya no – no longer	aunque – although
la barba – beard	medio largo – half-long			así que – therefore	ya que – porque
el bigote – moustache	calvo – bald			sin embargo – however	poreso – that's why



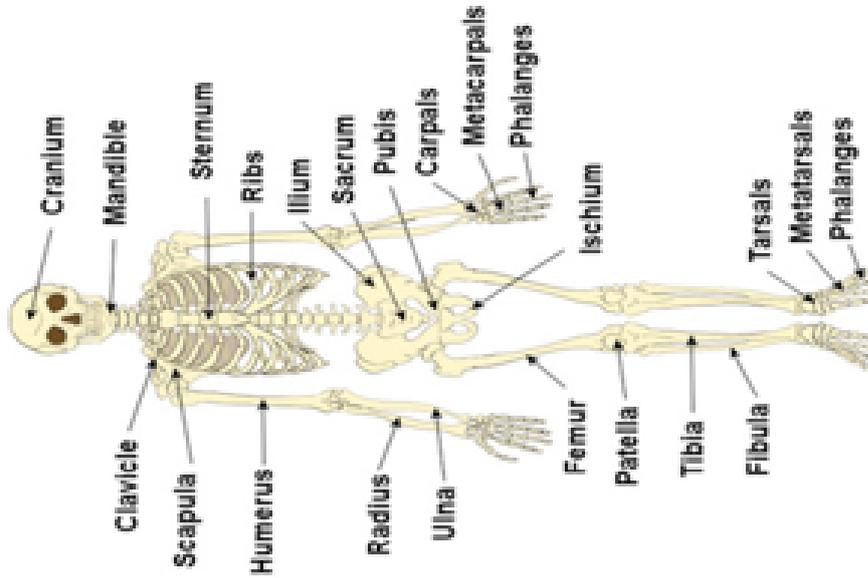
MUSIC

Song Writing		C. Pop Artists (2000—present)	
B. Texture (layers of sound)		Solo Artists	
A. Melody (the main tune)		Ensembles (bands)	
Hook	A short catchy and repeating tune used in pop music—usually sung by the voice.	Monophonic	Just one instrument or voice playing.
Riff	A short, catchy, repeating tune used in pop music usually played on an instrument such as bass, piano or guitar	Homophonic	Chords in the accompaniment. All parts moving together
Sustained Notes	When an instrument plays really long notes—often in the strings in the background or by backing voices to ‘ooh’	Melody and Accompaniment	A clear melody with all other parts in the backing. E.G—Voice singing with piano or guitar
Vocal Range	The overall set of notes that a voice can sing. Some a singer can sing really high and low notes then they have a wide range. If they stay in medium pitch then it is a small range	Polyphonic	Many instruments and layers playing different things at the same time ‘weaving’ in and out of each other. Not commonly used in pop music.
Counter-Melody	A melody played on an instrument that is not the main melody. If the voice is singing the melody and a guitar plays a separate melody underneath.	E. Timbre (the sound)	
Backing Vocals	When different singers perform a backing harmony part in the background from the main singer	Falsetto	When a man sings with a very high pitch voice. E.G Michael Jackson
Chord Sequence	A series of 3-4 chords used in a repeating pattern throughout a song. Often there is a different chord sequence in the verse and chorus.	Breathy/Airy/Dreamy	When a singer has a soft voice that you can hear the breath/air in.
Bass Line	The lowest part in a pop song—usually played on a bass guitar or by a synthesiser. It plays the bottom notes of the chords in a chord sequence.	Soulful	When a voice is very powerful and rich E.G Adele
Major Tonality	Bright, happy chords used in a song	Drum Machine	An electronic musical instrument that creates the sound of drums, percussion and bass lines
Minor Tonality	Sad, melancholy chords used in a song	Sampling	Adding other artist melodies, rhythms or vocals to your own music. You can also sample ‘real’ sounds like laughing/cars/traffic etc
Synthesiser	An electronic instrument that replicates the sounds of acoustic instruments	Delay	Creates the sound of an echo in a song—usually used on the voice or guitar
F. Technology		Reverb	Makes the voice sound like its in a huge space so it sounds bigger, warmer and richer
G. Structure (layout)		Verse	Verses repeat throughout a song. Same melody different lyrics
		Chorus	The main part of the song—repeats between sections with the same music and lyrics
		Bridge or link	A section in the song to link two parts together
		Middle 8	An instrumental section in the song where the vocals stop, often with a instrumental solo.

Topic 1.1.1a The Structure & Function of the Skeletal System

Functions of the Skeleton:

- 1. Protection** - the cranium and ribs protect the brain and vital organs in the chest.
- 2. Shape** - gives shape to the body and makes you tall or short.
- 3. Support** - holds your vital organs in place when playing sport. The vertebral column holds the body upright.
- 4. Movement** - muscle are attached to bones, which are jointed. When the muscles contract the bones move.
- 5. Blood production** - red blood cells (to carry oxygen) and white blood cells (to protect against infection) are produced in the bone marrow of some bones.



Bones that you need to learn:

Cranium, vertebrae, ribs, sternum, scapula, clavicle, pelvis, humerus, ulna, radius, carpals, metacarpals, phalanges, femur, patella, tibia, fibula, tarsals, metatarsals.

• Know the following hinge joints:

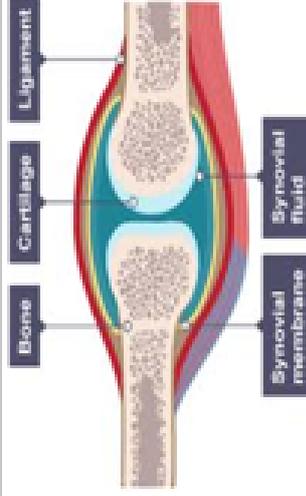
Knee: articulating bones – femur, tibia.

Elbow: articulating bones – humerus, radius, ulna.

• Know the following ball and socket joints:

Shoulder: articulating bones – humerus, scapula.

Hip: articulating bones – pelvis, femur.



Synovial Joint: A joint that is freely moveable and secretes (produces) synovial fluid.

(Types of synovial joint bottom left).

• **Cartilage** reduces friction. Acts as a shock absorber.

• **Synovial fluid** lubricates the joint.

• **Synovial membrane** produces synovial fluid.

• **Tendon** joins muscle to bone enabling movement.

• **Ligament** joins bone to bone, stabilising the joint.

Movement Description

Abduction Movement away from the mid-line of the body.

Adduction Movement towards the mid-line of the body.

Extension Straightening limbs at a joint.

Flexion Bending the limbs at a joint.

Rotation A circular movement around a fixed point.

RELIGIOUS EDUCATION

Year 9 PTE Knowledge Organiser: Unit 1- Philosophy Skills

<p>Key Words</p> <p>Communication- The exchanging of information</p> <p>Utilise- To use something</p> <p>Analyse- Examine something</p> <p>Questioning- Asking the correct questions to find the relevant information</p> <p>Debate- Discuss a topic in a formal way</p> <p>Argument- A set of appropriate reasons given to support an idea or a theory</p> <p>Counterargument- An argument to oppose an idea or a theory</p> <p>Philosophically sound- An argument is philosophically sound when a person's evidence justifies their conclusion or makes their conclusion seem likely e.g. I believe in God, because he performs miracles. There is no other explanation for a miracle, therefore God must be real.</p>	<p>Lesson 1- Successful Communication</p> <p>Communication is the process of sharing information, thoughts and feelings between people. Effective communication happens when what you are trying to say to a person is received and understood in the way you meant it. When we do not communicate properly it can; cause an argument, make you confused, give the person the wrong information, ruin your relationship with that person, mean that your point does not get made, make you upset, mean that what you want does not get achieved.</p> <p>Lesson 2- Successful Questioning</p> <p>Types of questions which we use in PTE:</p> <ul style="list-style-type: none"> • Closed questions with a clear answer: These have a clear, non-negotiable answer. It will usually be a yes or no answer e.g. Did the girl eat her tea? Is it June? • Factual questions: Usually you will be able to find the answer to these questions in what we have studied or you can research it. The answer will be a fact and usually non-negotiable e.g. Where was the Queen born? What train do I catch to London? • Open-ended questions: You can discuss the answers to these questions in a debate and there will not necessarily be a right or wrong answer e.g. How did the man fall in love with the woman? Why was the boy scared of the monster? • Philosophical questions: These questions make us think about the 'big' questions concerning life, the purpose of life and our sense of right and wrong. These can be discussed in a debate and there will be no set answer e.g. What is love? Where does evil come from? <p>When you want to have a good debate or try to find out information, you should ask a combination of these questions. In PTE, we need to be trying to ask more open-ended questions and philosophical questions.</p>	<p>Lesson 3- Successful Argument</p> <p>There are three rules we need to bear in mind whenever we write an argument/our personal opinion. If the argument follows these rules, we would say that the argument is 'philosophically sound'.</p> <ol style="list-style-type: none"> 1) Make your argument clear- There are two main types of arguments; supporting and opposing. Supporting arguments give reasons to think a belief is true, and opposing arguments (objections) give reason to think a belief is false. 2) Give convincing evidence for your argument- We need to know why anyone would agree with our argument, and consider why we think the argument is true. We must find a way to present our evidence to support our argument in order to make sure that we have a good argument. We must also make sure that the evidence does prove our conclusion to be true. 3) Give and respond to the relevant counterarguments- One way philosophers tend to strengthen their arguments and make them less one-sided is to consider objections to their arguments, and attempt to answer the objections by replying to them. Replies to objections are usually also arguments known as counterarguments.
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RELIGIOUS EDUCATION

Year 9 PTE Knowledge Organiser: Unit 1 - Philosophy Skills

<p>Lesson 4- Successful Debate</p> <p>There are two ways you can debate:</p> <ul style="list-style-type: none"> • By writing a speech on a topic and going against groups/people who have a different opinion on the topic • By having a discussion in a big group on a topic, with each person making shorter contributions <p>In debating, there are two things to consider:</p> <ul style="list-style-type: none"> • Writing your argument/speech for the debate- When you are writing your argument for debate, you should follow the three rules for forming a successful argument. When participating in a discussion, you should present your argument following the first two rules. Someone will then present the counter argument by asking one of the four types of questions we have looked and you can answer them and show why your argument is actually right • Presenting your argument/speech- Remember to be confident, speak clearly and to ensure that the argument you are presenting is philosophically sound. It is important, in a group, that everybody talks and contributes to the debate 	<p>Lesson 5- Successful Essay Writing</p> <p>In your essays you will always be given a statement to discuss e.g. 'God does not exist'. You need to discuss different points of view on that statement. Each paragraph should be a different point of view on the statement, and each paragraph should follow the three rules for forming a successful argument:</p> <ul style="list-style-type: none"> • Make the argument clear • Give convincing evidence for the argument • Give and respond to the relevant counterarguments <p>You should try and talk about as many different points of view as you can, but your own personal opinion needs to appear a lot in your essays.</p> <p>At the end of your essay, you should have a conclusion which gives your answer to the statement i.e. do you think it is true or false and why. For example, 'In conclusion, I disagree with the statement and believe that God does exist because he created the universe and no other being could do that'</p>
<p>Lesson 6- Successful Revision</p> <p>There are many different ways that you can revise and it is important that you find the way which works best for you. Different ideas include; reading and note taking, mind maps, listening to the information, revision cards and being tested by someone. It is not just important that you pick the correct way for you, but also that you are revising properly. Some important things to remember when revising are:</p> <ul style="list-style-type: none"> • Take regular breaks • Start early • Create a revision timetable when you have lots of exams coming up • Revise in a quiet environment with little distractions • Keep your books nice and tidy, so it's easy to revise • Make sure you catch up on any work missed and work hard in lessons, so you have all the information that you need • You must take the information in and then apply it otherwise it's unlikely that you will remember it e.g. some people read and write notes; some people learn from their revision cards and then get tested on them, whatever works for you. All revision should include these two parts; LEARN, APPLY 	

TEXTILES

Decorative Techniques
Dyeing and Printing

Dyeing Fabric is always better done on natural fabrics e.g. Cotton as it is highly absorbent

Dyeing

Tie dyeing (Resist Dyeing)	The fabric is wrapped, twisted, tied or folded into sections, placed in a dye bath, left for a required time, then the bands are removed and a pattern is produced
Batik (Resist dyeing)	Wax is applied to the fabric using a tjanting tool. It is then dipped in the dye bath or painted with dye and the wax removed.
Dip dyeing	Fabric is dipped but not immersed to take up some dye on only part of the fabric

Fabric enhancement—surface decoration

Embroidery	Can be hand or machine. The most popular stitches are straight, blanket, chain, herringbone, free machine embroidery,
Direct	Use fabric paints/ dyes to work directly onto the fabric.
Quilting	Sandwich wadding between two layers of fabric. Stitch by hand or using the sewing machine.
Appliqué	Cut out shape and sew onto fabric using zig

Analysing Artist/Textile work

Name of artist and a picture of the Artwork with its title and date

date

A short background about the artist

In this picture I can see:

Describe the main elements you can see. Don't worry if it seems obvious.

Explain the colours e.g. The colours are: Soft and subtle, tonal, bright and 'in your face', dull and dreary. What mood are the colours portraying?

What medium has the artists used (if you don't know then have a guess or research it e.g. paint etc. and how has it been applied e.g. thickly, smoothly, evenly.

The painting makes me feel: Any personal response is relevant e.g. I hate it because... or this is amazing because but use your own words)

Final opinion—What is your overall opinion of the piece?

Waistcoat Shapes



Fastenings—a component used for closing fabrics for fit, security or enhancement e.g.

ZIP, BUTTONS, HOOKS AND EYES, VELCRO, HOOKS AND EYES, PRESS STUDS, TOGGLES, FROGGING, LACING, BUCKLES, DRAWSTRING

Components	corde,
Can add aesthetic quality as well as fulfilling a function.	braid
Sewing thread	Interfacing
Beads	Pre-manufactured motif
Sequins	Rivets
Ribbons,	LED bulbs
	Boning
	Elastic

Key words Pattern cutting, Seam, seam allowance, Lining, Hem, Fastening, Pinning

ARTISTS and DESIGNERS

Gustav Klimt, - Austrian Symbolist painter

Yinka Shonibare - Artist who explores issues of race and class through painting and sculpture.

Manish Arora— Indian Fashion designer known for rich bright colours, combining Indian and western culture.

Issey Miyake— Japanese fashion designer, who uses pleats in his designs

Yohji Yamamoto - Japanese fashion designer based in Tokyo and Paris.

Considered a master tailor[2] alongside those such as Madeleine Vionnet, he is known for his avant-garde tailoring .



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