

Huish Episcopi Academy

The best in everyone™

Part of United Learning

Knowledge Organisers

Year 9

Summer Term A

Name:

Tutor Group:

Respect

Ambition




Resilience

Rhetorical Devices	
1	ethos credibility and trust
2	pathos emotions and values
3	logos logic and reason
4	direct address When a speaker talks directly to an individual or group
5	anecdote A short story about an incident or a person
6	rhetorical question A question asked for effect, where the answer is implied
7	emotive language Words chosen to evoke emotion
8	simile A comparison using 'like' or 'as'
9	metaphor A comparison where one thing is said to be another
10	triple A set of three
11	counterargument A position that goes against, or opposes, your main argument
12	statistics The use of numerical data
13	anaphora The repetition of a word or phrase at the beginning of sentences or clauses
14	hyperbole Exaggeration for effect

Short Story – Amir and George	
1	refugee A person who has been forced to leave their country in order to escape war, persecution, or natural disaster
2	empathy The ability to understand and share the feelings of another
3	identity Who or what a person or thing is
4	unpalatable An act or idea that is unpleasant or shocking and therefore difficult to accept
5	liberty To be free of oppressive restrictions on one's way of life, behaviour, or political views.
6	narrative voice The perspective a story is told from
7	characterisation A literary device in which in an author builds up a character in a narrative

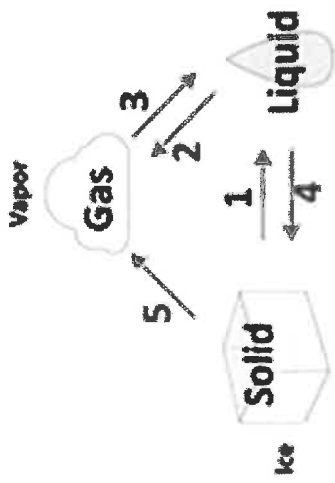
Key Vocabulary	
1	racism When someone is discriminated against (singled out) because of their race, the colour of their skin, their nationality, their accent or first language
2	emancipation The process of being set free
3	proclamation A public or official announcement dealing with a matter of great importance
4	orator A skilled public speaker
5	revolution The overthrow of a government or political system or ideology
6	resistance The refusal to accept or comply with something
7	totalitarianism A government that asserts complete control over its citizens

Huish Episcopi Academy Year 9 PHYSICS Knowledge Organiser P3 PARTICLE MODEL

States of matter		Solid	Liquid	Gas
				
Organisation (Pattern)		Regular pattern	No pattern, random arrangement	No pattern, random arrangement
Spacing of particles (Touching?)		All touching, close together	Close together but may still be touching	Far apart
Motion (Movement of particles)		Vibrate in a fixed position	Move and slide around each other	Move quickly in all directions

KEY TERMS	
1	Internal energy The total kinetic energy and potential energy of all the particles (atoms and molecules) that make up a system
2	Changes of state Physical changes, the material recovers its original properties if the change is reversed
3	Specific heat capacity The amount of energy required to raise the temperature of one kilogram of the substance by one degree Celsius
4	Specific latent heat The amount of energy required to change the state of one kilogram of the substance with no change in temperature
5	Specific latent heat of fusion Energy required to change one kilogram of a substance between solid and liquid
6	Specific latent heat of vaporisation Energy required to change one kilogram of a substance between liquid and gas
7	Pressure Pressure is caused by the force exerted by particles in a gas when they collide the walls of a container
8	Density The mass per unit volume

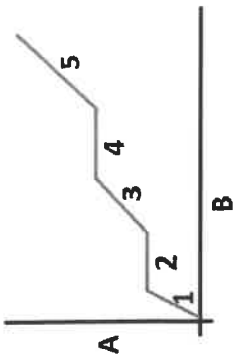
Changes of state



- Melt
- Boil
- Condense
- Freeze
- Sublimate

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Changes of state

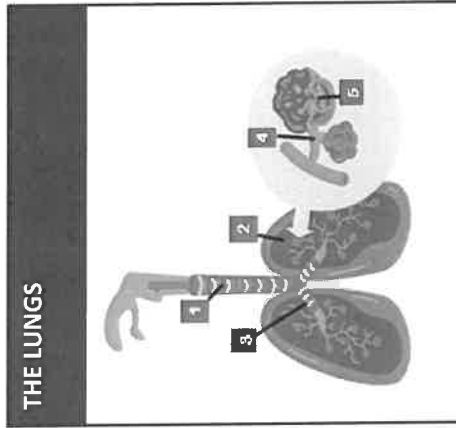


- Solid
- Melting
- Liquid
- Boiling
- Gas

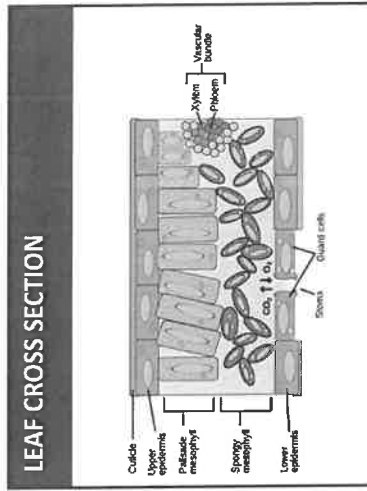
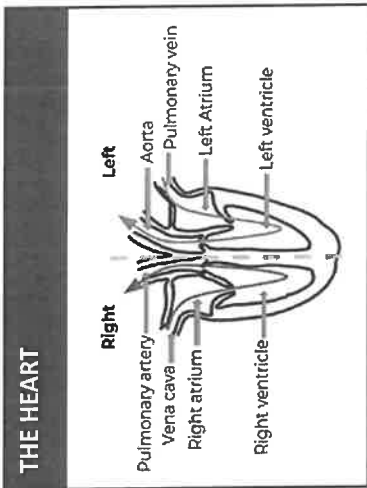
A. Temp.
B. Heat absorbed

Huish Episcopi Academy Year 10 Science Knowledge Organiser Organisation (B2)

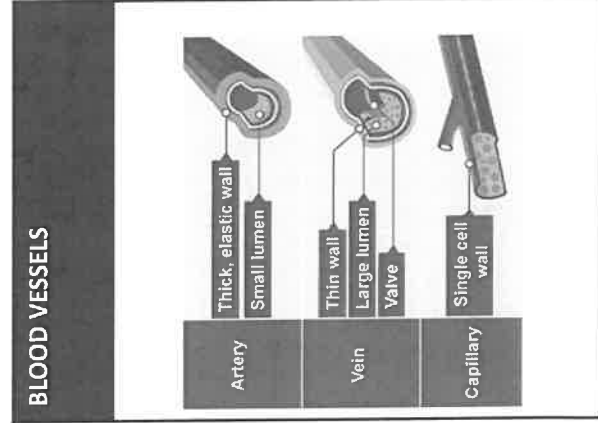
THE LUNGS AND GAS EXCHANGE	
1	Trachea Tubes through which gases move. Lined with cartilage so they do not collapse
2	Lung Organ where gas exchange occurs
3	Bronchus Tubes through which gases move. Lined with cartilage so they do not collapse
4	Bronchiole Tubes branching off the bronchus through which gases move. Not lined with cartilage
5	Alveoli Small sacs where gas exchange occurs. They are surrounded by capillaries, have a large surface area and are only one cell thick



THE HEART AND CARDIOVASCULAR DISEASE	
1	Vena cava Major vein carrying blood back to the heart from the body
2	Right atrium Smaller chamber of the heart which fills with blood from the vena cava
3	Right ventricle Large chamber pumps blood to the lungs
4	Pulmonary artery Artery carrying blood from the heart to the lungs
5	Left atrium Small chamber that fills with blood from the lungs
6	Left ventricle Large chamber that pumps blood around the body
7	Aorta Major artery carrying blood away from the heart to the body
8	Stent Wire mesh that opens a blocked artery to allow blood flow
9	Statin (drug) Reduces cholesterol
10	Heart transplant Replacement heart from a donor
11	Artificial heart Man-made heart used while waiting for a transplant

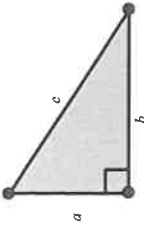
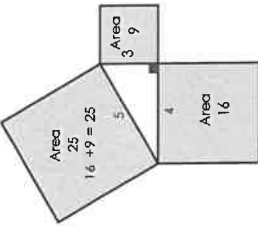


BLOOD AND VESSELS	
1	Red blood cells Transports oxygen in the blood.
2	White blood cells Cells in the blood that fight infection caused by pathogens.
3	Platelets Fragments of cells that cause clotting of blood.
4	Plasma The liquid part of the blood, with dissolved substances like glucose, proteins, ions, hormones and carbon dioxide
5	Artery Transports blood away from the heart, thick and elastic walls
6	Vein Carries blood to the heart, has valves to prevent backflow
7	Capillary One cell thick for quick diffusion of substances between blood and cells



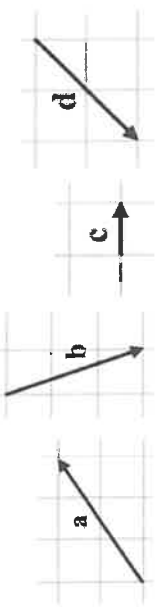

TRANSPORT IN PLANTS	
1	Waxy cuticle Physical barrier to infection that prevents water loss
2	Epidermis Type of plant tissue that covers the surface of a plant allowing light through
3	Palisade mesophyll Tightly packed cells in leaf where photosynthesis takes place. Contains many chloroplasts
4	Spongy mesophyll Tissue in the leaf with air spaces between cells -- specialised for gas exchange
5	Stomata Opening that allows CO ₂ , water vapour and O ₂ to diffuse in and out of the leaf
6	Guard cells Cells that open and close stomata to allow gas exchange for photosynthesis

Pythagoras

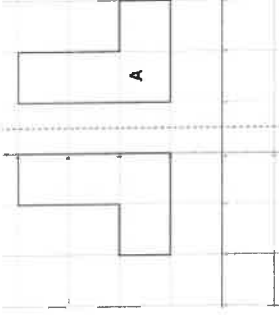
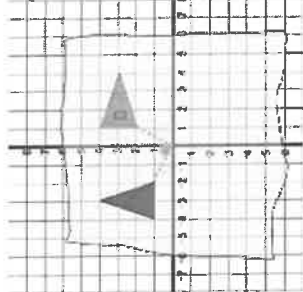
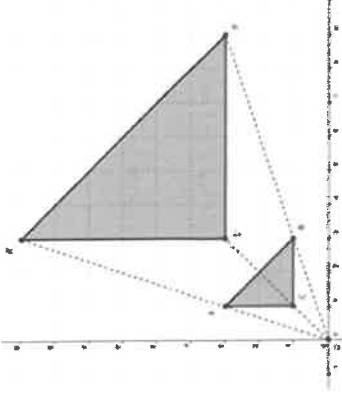
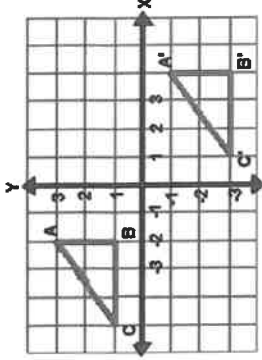
1) Right-angled triangle	A triangle that contains a right-angle (90 degrees).	2) Hypotenuse	The longest side – opposite the right-angle.
3) Pythagoras' Theorem	For any right-angled triangle, the area of the square of the longer length (the hypotenuse) is equal to the area of the squares of the shorter lengths added together.  $c^2 = a^2 + b^2$ $a^2 = c^2 - b^2$ $b^2 = c^2 - a^2$		

Interior and Exterior Angles

1) Polygon	A polygon is a two-dimensional shape with 3 or more straight sides. A polygon is either regular or irregular. Regular – side lengths are equal, and all angles are equal. Irregular – side lengths are unequal, and angles are unequal.		
2) 3 sides	Triangle	3) 4 sides	Quadrilateral
4) 5 sides	Pentagon	5) 6 sides	Hexagon
6) 7 sides	Heptagon	7) 8 sides	Octagon
8) 9 sides	Nonagon	9) 10 sides	Decagon
10) 11 sides	Hendecagon	11) 12 sides	Dodecagon
12) Exterior Angles	Exterior angles of polygons sum to 360°. An exterior angle of a regular polygon is found by calculating $\frac{360}{n}$ n is the number of sides.		
14) Tessellation	A pattern created with identical shapes that fit together with no gaps.		
13) Interior Angles	In a regular polygon. Interior Angle + Exterior Angle = 180°		

Vectors 1	
<p>1) Vector</p>	<p>Vectors represent movement of a certain size in a certain direction. they are represented on a diagram with an arrow.</p> 
<p>2) Magnitude</p>	<p>Magnitude is defined as the length of a vector.</p> <p>3) Scalar</p> <p>A scalar is the number we multiply a vector by.</p>
<p>4) Column vector</p>	<p>$\begin{pmatrix} a \\ b \end{pmatrix}$</p> <p><i>a</i>: movement along the x-axis (left/right) <i>b</i>: movement along the y-axis (up/down)</p>
<p>5) Adding and subtracting column vectors</p>	$\begin{pmatrix} a \\ b \end{pmatrix} + \begin{pmatrix} c \\ d \end{pmatrix} = \begin{pmatrix} a + c \\ b + d \end{pmatrix}$ <p>6) Multiplying vectors</p> <p>To multiply a column vector by a number, we multiply both values in the vector by that number.</p>
<p>7) Resultant vectors</p>	<p>The resultant vector is the vector that results from adding two or more vectors together.</p> 
<p>8) Parallel vectors</p>	<p>Travel in the same or opposite direction. Can be of varying lengths. Must be scalar multiples of one another.</p> <p>The vectors $\begin{pmatrix} 8 \\ 12 \end{pmatrix}$ and $\begin{pmatrix} 2 \\ 3 \end{pmatrix}$ are parallel because $\begin{pmatrix} 8 \\ 12 \end{pmatrix} = 4 \begin{pmatrix} 2 \\ 3 \end{pmatrix}$</p>

Transformations 1

<p>1) Transformations</p>	<p>There are four types of transformations:</p> <p>Reflection Rotation Enlargement Translation</p>	<p>2) Object</p>	<p>This is the original shape used to perform the transformation on</p>
<p>3) Image</p>	<p>This is the new shape created as the result of the transformation.</p>	<p>4) Congruent</p>	<p>Two (or more) shapes that are the same size and the same shape.</p>
<p>5) Reflection</p>	<p>A shape is reflected in a line of symmetry. When a shape is reflected the image is always congruent to the object. The line of symmetry used must be given or found using an equation. An object and its image are always the same perpendicular distance from the line of symmetry. E.g. Reflect shape A in the line $x=1$</p> 	<p>6) Rotation</p>	<p>When rotating a shape we must have 3 pieces of information. Centre of rotation given as a coordinate (x,y) Angle of rotation (usually 90°, 180°, 270°) Direction (clockwise or anticlockwise)</p> 
<p>7) Enlargement</p>	<p>When enlarging a shape we must have two pieces of information. Centre of enlargement given as a coordinate (x,y) Scale factor</p> 	<p>8) Translation</p>	<p>A translation is a movement of an object When a shape is translated the image is congruent to the object. Translations are described using column vectors (a b) a: movement along the x-axis (left or right) b: movement along the y-axis (up or down) E.g. Translate the original triangle ABC by the vector $(6 -4)$</p> 

Huish Episcopi Academy Year 9 Religious Education Knowledge Organiser UNIT 1: Life and Death

UNIT 2 : Important people/ideas		
Trolley Problem	Philippa Foot	<ul style="list-style-type: none"> a series of thought experiments in ethics, psychology, and artificial intelligence involving stylized ethical dilemmas of whether to sacrifice one person to save a larger number. Five primary precepts: <ul style="list-style-type: none"> Preserve life, Reproduce Educate children live in an ordered society, worship God There are some ethical situations where it is difficult to apply a rule based moral approach and that context matters in morality. Students need to see Fletcher's approach as one guided by Christian love, that has its basis on the teachings of Jesus and in particular the Sermon on the Mount.
Absolute Morality	<ul style="list-style-type: none"> Context of Aquinas writing in the 12th century. 	<ul style="list-style-type: none"> Five primary precepts: <ul style="list-style-type: none"> Preserve life, Reproduce Educate children live in an ordered society, worship God There are some ethical situations where it is difficult to apply a rule based moral approach and that context matters in morality. Students need to see Fletcher's approach as one guided by Christian love, that has its basis on the teachings of Jesus and in particular the Sermon on the Mount.
Situation ethics	<ul style="list-style-type: none"> Context of Fletcher writing during the 60s counter culture - an alternative approach to life that manifested itself in a variety of activities, lifestyles, and artistic expressions, including recreational drug use, communal living, political protests and folk and rock music. 	<ul style="list-style-type: none"> There are some ethical situations where it is difficult to apply a rule based moral approach and that context matters in morality. Students need to see Fletcher's approach as one guided by Christian love, that has its basis on the teachings of Jesus and in particular the Sermon on the Mount.

UNIT 1 : Key vocabulary	
1	Abortion
2	Absolute
3	Agape
4	Animal Rights
5	Capital punishment
6	Dominion
7	Ethics
8	Euthanasia
9	Morality
10	Natural Moral Law (Thomas Aquinas)
11	Precept
12	Pro-choice
13	Pro-life
14	Quality of life
15	Reason
16	Relativism
17	Rules
18	Sanctity of Life
19	Situation Ethics
20	Stewardship

A procedure to stop a pregnancy ending in a live birth.
A value or principle that is right in all situations.
Unconditional love ; the type of love that Jesus preached about.
The right of animals to live free from human exploitation and abuse by humans.
The legally authorized killing of someone as a punishment.
To be in charge of something; to rule over something.
Moral principles that govern a person's behaviour or conduct.
The painless killing of a patient before they would have normally died.
The distinction between right and wrong/good or bad.
A system of laws based on close observation of human nature, given to humans by God (Thomas Aquinas)
A general rule intended to regulate behaviour or thought.
Advocating the legal right of women to choose whether to have an abortion.
Opposing abortion and euthanasia.
The standard of health, comfort and happiness, experienced by an individual or group.
The power of the mind to think, understand and form judgements logically.
The view that right and wrong is determined by culture, society or historical context and is not absolute.
A set of statements that tell you what you can or cannot do.
The view that all life is sacred because it is made by god.
The view that there should flexibility in the way morality is applied, according to circumstances.
The job of supervising or taking care of something.

Huish Episcopi Academy Year 9 Religious Education Knowledge Organiser UNIT 2: Equality

UNIT 1: Key vocabulary

1	Equality	The state of being equal, especially in status, rights, or opportunities.
2	Inequality	The state of not being equal, especially in status, rights, or opportunities.
3	Privilege	A special right, advantage, or immunity granted or available only to a particular person or group.
4	Justice	Fairness; the principle that people receive that which they deserve.
5	Diversity	The practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc.
6	Persecution	Hostility and ill-treatment, especially because of race or political or religious beliefs.
7	Rights	A moral or legal entitlement to have or do something.
8	Universal Declaration of Human Rights	An international document that states the rights and freedoms of all human beings.
9	Status	Position or rank in relation to others.
10	Racism	Prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership of a particular racial or ethnic group.
11	Slavery	A condition of having to work very hard without proper pay or appreciation.
12	Liberation	The action of setting someone free from imprisonment, slavery, or oppression.
13	Social change	Changing of the social order of a society.
14	Gender	A word that is used to talk about how people express masculine (traits most people think of as male) or feminine (traits most people think of as female) traits.
15	Gender Equality	The state in which access to rights or opportunities is unaffected by gender.
16	Feminism	The advocacy of women's rights on the ground of the equality of the sexes.
17	LGBTQ+	An acronym for lesbian, gay, bisexual, transgender and queer or questioning. Terms are used to describe a person's sexual orientation or gender identity.
18	Disability	A physical or mental condition that limits a person's movements, senses, or activities.
19	Prejudice	Pre-judging a person or group based on aspects of their identity in a negative way.
20	Discrimination	Treating someone differently because of one of their protected characteristics, i.e. gender.

Huish Episcopi Academy Year 9 History Knowledge Organiser – What happened to Germany after WW2?

Key Terms	
1	Grand Alliance GB, USA and SU
2	SU Soviet Union (Russia)
3	Cold War A war in which there is no physical fighting
4	Truman Doctrine US foreign policy of containment
5	Atomic bomb A weapon of mass destruction
6	Marshall Plan American money given to Europe after WW2
7	Blockade To prevent people of things from entering or leaving
8	Airlift Transporting supplies in the case of a blockade
9	Sphere of influence An area in which a powerful country has influence over surrounding countries

Key Dates	
1	1943 Tehran Conference
2	Feb 1945 Yalta Conference
3	May 1945 Nazi Germany is defeated
4	July-August 1945 Potsdam Conference
5	August 1945 Atomic bombs dropped on Nagasaki and Hiroshima
6	1947 Truman Doctrine and Marshall Plan announced
7	1948 Berlin Blockade and Berlin Airlift
8	1949 West Germany and East Germany announced
Key People	
1	Joseph Stalin Leader of the Soviet Union
2	Winston Churchill Prime Minister of GB during WW2
3	Clement Attlee Prime Minister of GB after Churchill
4	Franklin Roosevelt President of America during WW2
5	Harry Truman President of America after Roosevelt

Huish Episcopi Academy Year 9 Geography Knowledge Organiser Energy

Section 1		Section 3			
1	Natural resource	A resource that is formed naturally by earths processes	1	Import	Buying energy from another country
2	Energy security	When country has enough supply to meet demand	2	Consumption	How much energy you use
3	Energy insecurity	When a country does not have enough supply to meet demand	3	Production	How much energy your create
4	Renewable energy	A source that does not run out	4	Energy efficiency	How much energy is created without wasting energy
5	Non renewable energy	Normally fossil fuels, a source that will run out	5	Energy mix	The different sources that a country gets its energy from

Section 2		Section 4			
1	Fossil fuels	Coal, natural gas and oil	1	Wind energy	Using wind turbines to create energy
2	Solar energy	Energy that can be produced from the sun	2	Migrating birds	Birds which move habitats depending on the season
3	Biomass	Energy produced from burning plants or waste	3	Sustainability	Creating energy without large amounts of greenhouse gases
4	Geothermal	Energy produced from the heat in the earth's crust	4	Political instability	When a country does not have a stable government
5	Hydro electric	Energy produced from dams in rivers	5	Shale gas	Gas which is trapped in the earth's crust
6	Fracking	Harvesting scale gas from the earth's crust	6	NIMBY	Not in my back yard (people who object)

1. Problems with the environment	
1	(no) hay there is/are (not)
2	el tráfico traffic
3	la bolsa de plástico plastic bag
4	el ruido noise
5	la basura rubbish
6	la polución pollution
7	la contaminación contamination
8	los espacios verdes green spaces
9	no es sostenible it is not sustainable
10	es un desastre it is a disaster
11	demasiado/a/os/as too many
12	mucho/a/os/as lots of
13	tanto/a/os/as so much/many

Regular verb endings - imperfect tense	
	-er/ir verbs
I	-aba -ía
you	-abas -ías
he/she	-aba -ía
we	-ábamos -íamos
you (pl)	-abáis -íais
they	-aban -ían

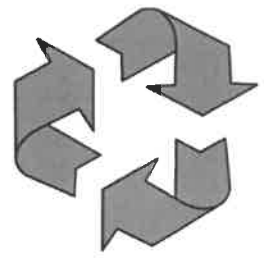
2. What can you do?	
1	se puede / podemos one can / we can
2	se debería + infinitive one should
3	usar (to) use
4	reciclar (to) recycle
5	reutilizar (to) reuse
6	reducir el consumo de (to) reduce the consumption of
7	ahorrar (to) save (resources)
8	apagar la luz (to) turn off the light
9	desenchufar los aparatos electrónicos (to) unplug electronic devices
10	(el) transporte público public transport
11	menos less
12	(la) energía energy
13	(la) basura rubbish
14	(las) latas tins
15	(las) botellas bottles
16	(el) vidrio glass

3. When you were little did you do more or less to protect the environment?	
1	Cuando era pequeño/a When I was little
2	antes before
3	era más/menos ecológico/a I was more/less environmentally friendly
4	que ahora than now
5	hacía mucho I used to do a lot
6	hago mucho I do a lot
7	no hacía nada I didn't used to do anything
8	no hago nada I don't do anything
9	iba a pie I used to walk
10	voy a pie I go by foot
11	ahorraba I used to save
12	ahorro I save
13	(no) reciclaba I (didn't) used to recycle
14	(no) reciclo I (don't) recycle
15	reutilizable reusable

5. Types of transport

1	(el) coche	car
2	(el) autobús	bus
3	(el) tren	train
4	(el) avión	plane
5	(el) barco	boat
6	(la) bicicleta	bicycle
6	(el) transporte público	public transport
7	viajar en	to travel
8	ir en	to go by

Irregular verbs- imperfect tense			
There are only 3!	ir – to go	ser – to be	ver – to see
I	iba	era	veía
You	ibas	eras	veías
he/she	iba	era	veía
we	íbamos	éramos	veíamos
you (pl)	ibais	erais	veíais
they	iban	eran	veían



5. What rights do children have?

1	El derecho	the right
2	(no) tengo derecho a	I (don't) have the right to
3	los niños no tienen el derecho a	children (don't) have the right to
4	tener una identidad	to have an identity
5	tener una familia	to have a family
6	tener acceso al agua	to have access to water
7	comer	to eat
8	ir al colegio	to go to school
9	ser atendido/a	to be cared for
10	salir	to go out
11	es justo	it is fair
12	es injusto	it is unfair
13	es esencial	it is essential

Near future tense	
ir + a + infinitive	
voy	a
vas	
va	
vamos	
vais	
van	
e.g. voy a visitar = I am going to visit vamos a probar = we are going to try	



6. How can we help others?

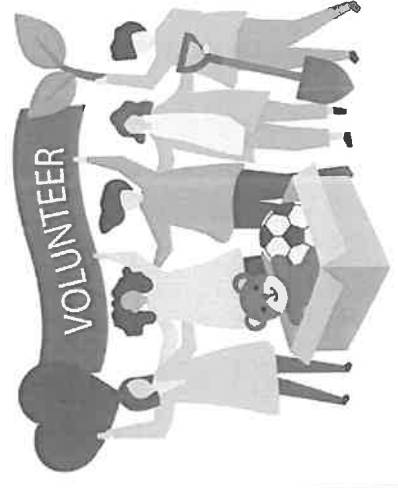
1	Podemos/se puede + inf	we can
2	ser amable con todos	(to) be nice to everyone
3	dar dinero	(to) give/donate money
4	dar ropa	(to) give/donate clothes
5	trabajar de voluntario/a	(to) volunteer
6	educar a la gente	(to) educate people
7	organizar un evento	(to) organise an event
8	una tienda benéfica	a charity shop
9	las personas sin hogar/sin techo	homeless people

7. What do you want to do in the future?

1	en el futuro	in the future
2	Cuando sea mayor	when I am older
3	(no) quiero	I don't want
4	tengo la intención de	I intend to
5	me gustaría	I would like
6	quiere	he/she wants
7	quieren	they want
8	estudiar en la universidad	(to) study in university
9	luchar contra la injusticia	(to) fight against injustice
10	ayudar a los demás	(to) help others
11	trabajar de voluntario/a	(to) volunteer
12	recaudar fondos	(to) fundraise
13	un refugio de animales	an animal shelter
14	una causa importante	an important cause
15	una causa noble	a worthy cause
16	una asociación de ayuda (al refugiado, a los animales, a la infancia)	a charity (for refugees, animals, children)
17	me parece	it seems to me

Regular verb endings - preterite tense	
	-ar verbs
I	-é
you	-aste
he/she	-ó
we	-amos
you (pl)	-asteis
they	-ieron

Key irregular verbs - preterite tense	
	hacer – to do
I	hice
you	hiciste
he/she	hizo
we	hicimos
you (pl)	hicisteis
they	hicieron
	ir – to go
I	fui
you	fuiсте
he/she	fue
we	fuiimos
you (pl)	fuiisteis
they	fueron



Quels sont les problèmes avec l'environnement dans ta région? - What are the environmental problems in your local area?

Les problèmes	The problems
Grave(s)	Serious
Il y a/Il n'y a pas	There is/are/There isn't/aren't
La pollution de l'air/ de l'eau	Air pollution/ water pollution
Trop de...	Too many/too much...
Assez de...	Enough...
Pollué(e)	Polluted
Les déchets (m)/les ordures (f)	Litter/rubbish
Par terre/dans la mer/dans les rivières	On the ground/ in the sea/ in the rivers
Les espaces verts/ les sites naturels	Green spaces/ natural areas
Mauvais pour les animaux	Bad for the animals
Un sac en plastique	A plastic bag
Le gaz d'échappement	Exhaust fumes
La circulation	Traffic
Les usines	Factories
Le gaz carbonique	Carbon dioxide
C'est une catastrophe!	It's a catastrophe!

Qu'est-ce qu'on peut faire pour protéger l'environnement? - What can we do to protect the environment?

Nous pouvons/On peut	We can
Nous devons/on devrait	We should
Il faut	It's necessary to [we must]
Il ne faut pas	We must not
Recycler	(to) recycle
Utiliser	(to) use
Acheter	(to) buy
Protéger	(to) protect
Économiser	(to) save
Les produits écologiques	Eco-friendly products
Du verre	Glass
Du papier	Paper
Une bouteille	A bottle
Une boîte	A can/a box
La poubelle	The bin

Quand tu étais petit(e), faisais-tu plus ou moins pour protéger l'environnement? - When you were little did you do more or less to protect the environment?

Quand j'étais petit(e)	When I was little
J'étais plus/moins écologique	I was more/less environmentally friendly
Que maintenant	Than now
Je faisais beaucoup	I used to do a lot
Je ne faisais rien	I didn't do anything
J'allais à pied/ à vélo	I used to walk /go by bike
J'économisais	I used to save
Je (ne) recyclais (pas)	I used to/didn't use to recycle
Une gourde	A flask/water bottle
Réutilisable	Reusable
J'utilise	I use
Je recycle	I recycle

Quels droits ont les enfants dans le monde? -
What rights do children have in the world?

Le droit	The right
J'ai le droit de...	I have the right to...
Je n'ai pas le droit de...	I don't have the right to...
Les enfants ont le droit de...	Children have the right to...
Les enfants n'ont pas le droit de...	Children don't have the right to...
Avoir une identité/une nationalité	To have an identity/nationality
Avoir une famille	To have a family
Avoir accès à l'eau	To have access to water
Manger	To eat
Aller à l'école	To go to school
Être protégé(e)(s)	To be protected
Être soigné(e)(x)	To be cared for
Almer	To love
Sortir	To go out
C'est juste/ injuste/ essentiel	It's fair/unfair/essential

Qu'est-ce que tu veux faire à l'avenir? -
What do you want to do in the future?

Je (ne) veux (pas)	I (don't) want
J'ai l'intention de/d'...	I have the intention of.../I intend to...
Étudier à l'université	To study at university
Combattre l'injustice	To fight injustice
Aider les autres	To help others
Faire du travail bénévole	To do volunteer work



Comment pouvons-nous/peut-on aider les autres -
How can we help others?

Nous pouvons/on peut (+ infinitive)	We can
Être sympa à tous	To be nice to everyone
Collecter des fonds (pour)	To fundraise (for)
Donner	To give/donate
Faire du travail bénévole	To volunteer
Sensibiliser le public	To raise awareness
Organiser un événement	To organise an event
Une association caritative	A charity
L'argent	Money
Les vêtements	Clothes

Comment veux-tu aider à l'avenir? -
How do you want to help in the future?

Je veux /voudrais	I want /would like
C'est enrichissant/important	It's enriching/rewarding/important
Une cause noble/essentielle	A worthy/essential cause
Les SDF	Homeless
Une banque alimentaire	A food bank
Un refuge pour animaux	An animal shelter
Pauvre(s)	Poor

Huish Episcopi Academy Year 9 German Knowledge Organiser –Umwel (Environment)

Umweltprobleme – Environmental Problems	
1	das extreme Wetter
2	zu viel Plastik
3	weniger Bäume; die Abholzung
4	die steigenden Temperaturen
5	Tiere in Gefahr
6	Die Luftverschmutzung
7	dias schmutzige Trinkwasser
8	Meiner Meinung nach sind (...) große Probleme
9	du hast Recht
10	Sowohl...als auch...
11	die Klimakrise

Environmental Advice	
1	Ich will / wir wollen...
2	saubere Luft haben
3	im reinen Wasser schwimmen
4	die Temperaturen reduzieren
5	weniger Plastik benutzen
6	Tiere in Gefahr retten
7	Energie sparen
8	Ich sollte/wir sollten...
9	Ich muss/wir müssen...
10	Ich könnte/wir könnten....
11	elektrische Autos fahren
12	Die Flüsse/Seen sauber halten
13	Windenergie benutzen
14	Plastik recyceln
15	Plastik nicht wegwerfen

Wie umweltfreundlich bist du? How environmentally friendly are you?	
1	Ich bin umweltfreundlich
2	Ich spare Energie/Strom/Wasser
3	Ich recycle Plastik/Papier/Flaschen
4	Ich gehe zu Fuß zur Schule
5	Ich mache das Licht aus
6	Wenn ich das Haus verlasse
7	Ich trenne den Müll
8	Ich sammle Plastik
9	Ich kaufe umweltfreundliche Produkte
10	oft, öfter

Was hast du für die Umwelt gemacht? - What did you do for the environment?	
1	Ich habe (...)recycelt
2	Ich habe (Strom) gespart
3	Ich habe (...) benutzt
4	Ich habe (...) gekauft
5	Ich bin mit dem Rad gefahren
6	Ich habe (das Licht) ausgemacht

Verkehrsmittel - Transport	
1	Ich fahre/wir fahren... I travel/we travel...
2	mit dem Rad By bike
3	mit dem Bus/Auto by bus/car
4	Mit öffentlichen Verkehrsmittel By public transport
5	mit dem Zug by train
6	mit dem Flugzeug by plane
7	Das ist schneller als... that is quicker than...
8	Das ist besser für die Umwelt als... In my opinion (...) are big problems
9	Das ist nicht so umweltfreundlich That is not so environmentally friendly
10	Das ist schmutziger als... that is dirtier than...

Huish Episcopi Academy Year 9 Music Knowledge Organiser Unit 3: Songwriting

Section 1 – Song Structure	
1	Intro The section of the music that introduces the song.
2	Verse A section that repeats in a song, it has the same music, but different lyrics.
3	Chorus The main section of a song, it will repeat both the lyrics and the music in the same way.
4	Bridge A section in a song that links two other sections.
5	Instrumental A section in the music with no lyrics and the instruments contain the melodic interest.
6	Outro The ending section of a song

Section 2 – Musical Layers	
1	Melody The main tune, played on instruments or sung.
2	Chords Two or more notes played at once
3	Chord Progression A series of chords in a certain order – the harmonic foundation in a piece of music.
4	Bass Line The lowest part in music, provides the harmonic structure of the music
5	Riff A repeated musical pattern used in Rock, Pop and Jazz.

Section 2	
<p>Primary Chords – I, IV, V</p> <p>Main chords of any key which help to stabilise the tonality.</p>	
<p>Secondary Chords – ii, iii, vi, vii</p> <p>Complementing chords, which combined with primary chords make a chord progression</p>	

Huish Episcopi Academy Year 9 Music Knowledge Organiser Unit 3: Dance Music

Section 3 – Music Technology	
1	<p>Digital audio workstation (DAW)</p> <p>A hardware device or software app used for composing, producing, recording, mixing and editing audio</p>
2	<p>Looping</p> <p>Using music technology to repeat a pattern over and over again.</p>
3	<p>Sampling</p> <p>A digitally recorded clip of sound from another track, used in a different song.</p>
4	<p>Reverb</p> <p>An electronically produced echo effect used in both live and recorded music</p>
5	<p>Multitrack recording</p> <p>A method of sound recording that allows people to record onto individual tracks, before combining them to create a whole song.</p>
6	<p>Overdubbing</p> <p>Recording additional sounds onto a track, often to correct previous mistakes</p>
7	<p>Synthesiser</p> <p>An electronic musical instrument that uses human made sounds to create music. An example would be a keyboard</p>
8	<p>Drum machine</p> <p>An electronic instrument that creates percussion tracks</p>
9	<p>Layering</p> <p>Slowly adding more parts into a song to create musical interest.</p>

Year 9 Drama UNIT 3: 'Dulce et Decorum Est'

Section A

1	Devising	Creating or developing something, usually a performance or a plan, from scratch
2	Soundscape	The overall sound environment or background sounds in a scene
3	Slow Motion	A technique where action in a scene is shown at a slower pace to emphasise important moments
4	Mark the Moment	To highlight or emphasise a significant point in time, usually in a performance or story.
5	Thought Track	A technique where a character's inner thoughts are spoken aloud
6	SFX	(Sound Effects): Artificial sounds added to enhance a scene (like explosions or footsteps)
7	Dialogue	The spoken words or conversation between characters in a scene.
8	Ad Lib	Speaking or acting without a script, improvising in the moment.
9	Beat	A small pause in the rhythm of a scene , often to build tension or focus.
10	Ellipsis	A set of three dots (...) indicating something is left out or an unfinished thought.

Section B

1	Projection	How loud or quiet your voice is
2	Pitch	How high or low your voice is
3	Pace	The speed at which an actor delivers their lines or performs their actions
4	Emphasis	The stress or importance placed on certain words or phrases in dialogue
5	Tone	The emotion shown in your voice
6	Gesture	Movements of the hands, arms, or body that express ideas or emotions
7	Eye Contact	Looking directly into another character's eyes, or avoiding this
8	Facial Expression	Movements of the facial muscles to convey emotions and reactions
9	Posture	The way an actor holds and positions their body
10	Body Language	The non-verbal communication conveyed through an actor's movements

Huish Episcopi Academy Year 9 D&T – Product Design Knowledge Organiser – Project 2 – Sustainable Lamps

1. Project Context – 6R's of Sustainability	
1	Sustainability Sustainable design seeks to reduce negative impacts on the environment.
2	Recycle Reprocess a material or product and make something else.
3	Refuse Don't use a material or buy a product if you don't need it or if it's bad for people or the environment.
4	Rethink Rethink the design of products to minimise use of non renewable resources and the use of energy in manufacture.
5	Reduce Cut down the amount of material and energy you use as much as you can.
6	Repair When a product breaks down or doesn't work properly, fix it instead of buying a new product.
7	Reuse Use a product to make something else with all or parts of it.
8	Angle poise The Angle poise lamp has achieved iconic status, and its engaging, anthropomorphic form is well recognised.

2. Materials, Finishes and Processes	
1	Knockdown fittings Knock-down fittings are those that can be put together using only a basic tools. They are temporary joints.
2	Nuts and bolts The bolt consists of a head and a cylindrical body with screw threads along a portion of its length.
3	Rubber washers Rubber washers are flat rubber rings with center holes to accommodate fasteners and increase surface friction.
4	Screws Screws come in a variety of shapes and sizes and are used for securing things together.
5	Mortiser Used for producing square holes and tenons with the slot produced from overlapping the square holes.

3. Iterative Design	
1	Design Brief A design brief outlines the requirements of a design project.
2	Analyse / Analysis To examine a product in detail, explaining how it's made, this can include information on, theme, fabrics, colours, pattern and decoration.
3	Design / Initial Ideas Realisation of a concept or idea into a drawing or model.
4	Modelling Making a model allows designers to visualise and test how a product looks and performs in 3D and is a great way of checking a product's viability .
5	Testing Product testing is a method of analysing a product concept, feature or functionality to determine how potential customers may use or react to the product.
6	Evaluation Reviewing the project or product and considering ways to improve it.
7	Modification Design modification involves making alterations to an existing design to improve its functionality, usability, or aesthetics.

Diagram A – Pillar Drill

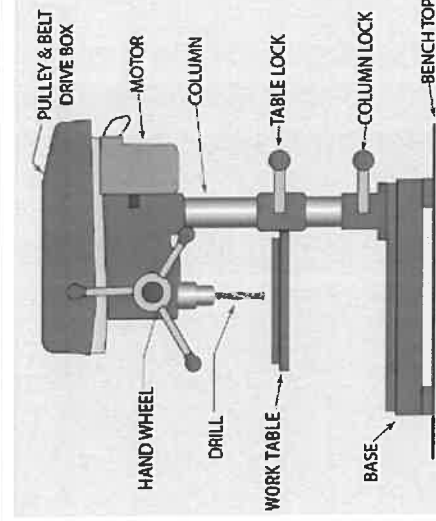
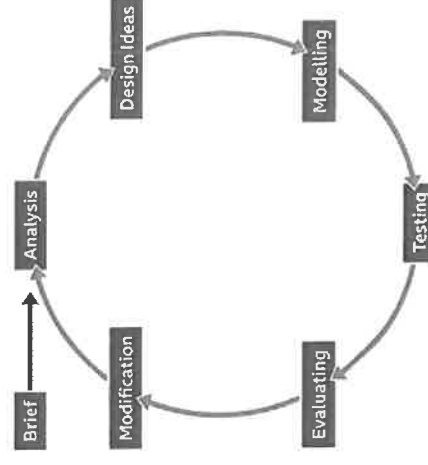


Diagram B – Iterative Design



Huish Episcopi Academy Year 9 Textiles Knowledge Organiser - Project 1 - Recycle, Reuse and Reinvent. Part 2

1. Key Words	
1	Sustainability Sustainable - refers to products that have been designed and made to have a lesser impact on the environment .
2	The circular economy A process based on the principles of designing out waste and pollution keeping products and materials in and regenerating natural systems
3	Denim Denim is a sturdy twill weave fabric which produces a diagonal ribbing that distinguishes it from cotton.
4	Technique A decorative detail added to fabric to make it more attractive. E.g Applique
5	Template A piece of paper used as a template for cutting out a shape.
6	Prototype A first version of a product from which other forms are developed.

3. Production type examples in textiles	
1	One-off Custom furniture, bespoke garments.
2	Batch Seasonal clothing ranges, cushions.
3	Mass T-shirts, jeans.
4	Continuous Fabric rolls, yarn production.

2. Manufacturing processes	
Manufacturing – Making products from raw materials or components	
1	Batch Production Making a set number of identical products.
2	Mass Production Continuous production of large quantities .
3	One-off Production Making a single , unique product
4	Quality Control (QC) Checking products meet standards.
5	Sewing Machines Stitching fabrics together
6	Health & Safety <ul style="list-style-type: none"> Wear PPE (goggles, gloves, apron). Follow machine safety rules. Keep work area tidy

Huish Episcopi Academy – Year 9 Food Preparation & Nutrition. Pastry and Gelatinisation

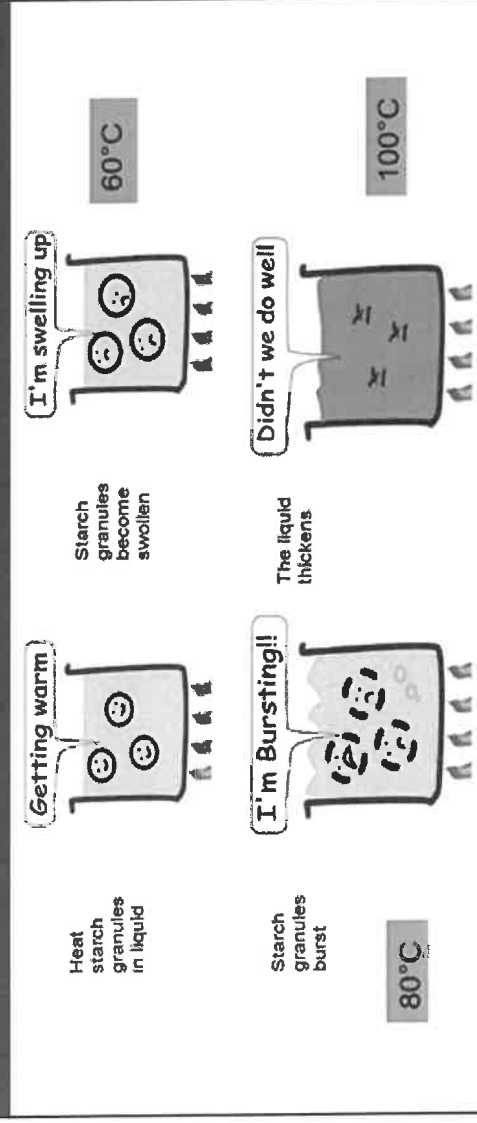
1. Pastry Types

1	Shortcrust Pastry	A short crumbly texture e.g. Quiche, tarts, pasties, pies
2	Puff Pastry	Flaky, pulled up layers e.g. sausage rolls, pies, fruit turnovers
3	Choux Pastry	Light, airy texture, hollow centre e.g. profiteroles, eclairs
4	Filo Pastry	Light, crisp and fragile e.g. Strudels, samosas, parcels
5	Lamination	The process of folding flat and alternating layers of pastry.
6	Fat	Fat provides colour, texture, flavour and moisture to pastry.
7	Rubbing in	When making pastry, fat is 'rubbed in' to coat the flour particles. This creates a waterproof layer and minimises gluten formation.
8	Fluted Pastry Cutter	Creates soft waved edges for a rustic fill for pie crusts and cookies.

2. Perfect Pastry – Why keep pastry cool?

1	Slows gluten development
2	Stops solid fat melting (leaking moisture into the flour, butter is approximately 20% water)
3	Allows water in the pastry to even out.
4	Gluten (protein) strands spring back to their normal length, making shaping easier.
5	Prevents shrinking when the pastry is put in hot oven.

Diagram A – The process of gelatinisation including temperatures



3. The benefits of broccoli

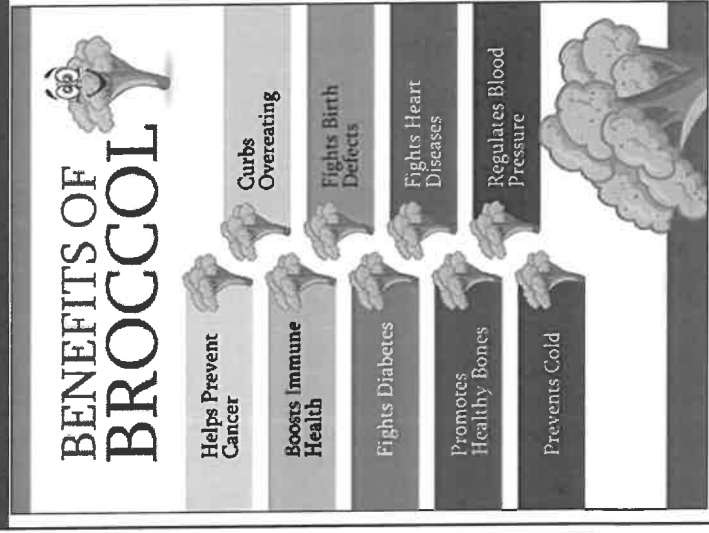


Diagram B - Lamination



Lamination, the process of folding fat into alternating layers of pastry. When heated the fat melts and the water becomes steam which aids the rising of puff pastry.

Huish Episcopi Academy Year 9 Computing Knowledge Organiser – Summer A

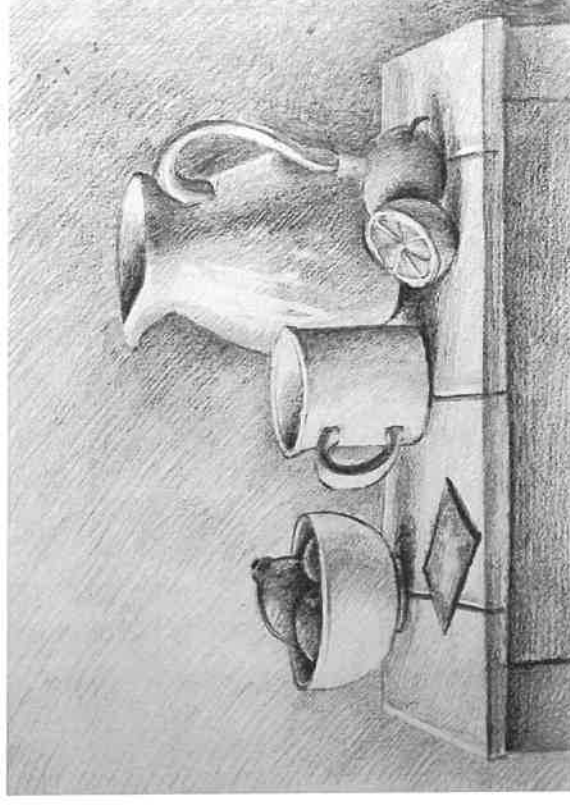
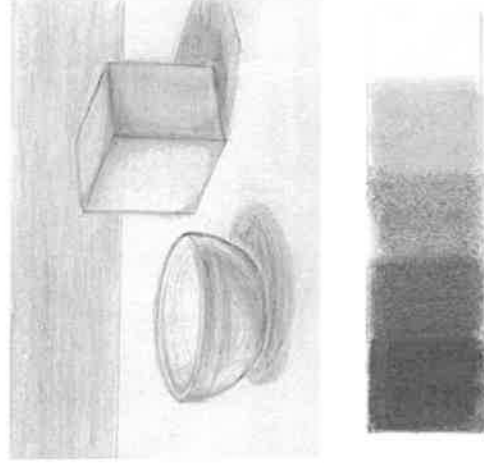
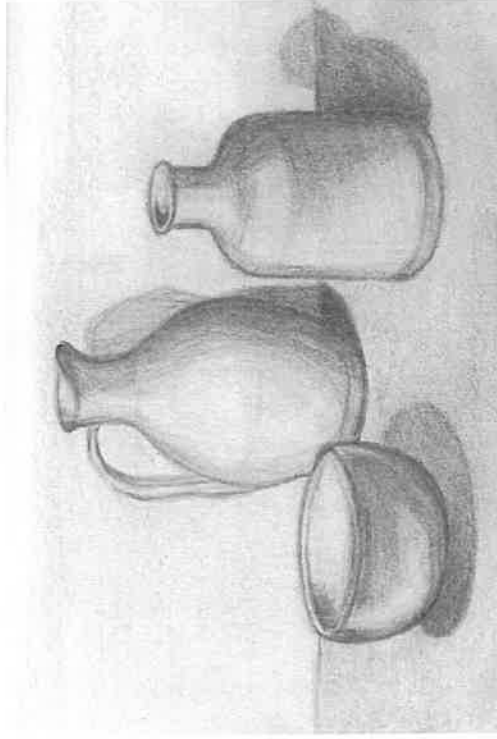
Section 1	
1	Add In Blender, you can add new objects like meshes, lights, and cameras to your scene using the "Add" menu
2	Animation The process of creating movement by changing an object's properties over time
3	Camera The camera in Blender is used to view and render the scene
4	Colour Colour in Blender can be applied to objects and materials to make them look realistic or stylised.
5	Cone A 3D shape that you can add to your scene
6	Cut Cutting in Blender involves dividing a mesh into smaller parts
7	Edge a line connecting two vertices in a mesh

Section 2	
1	Edit Edit mode in Blender allows you to modify the geometry of objects, such as vertices, edges, and faces
2	Editing involves making changes to objects in your scene
3	Extrude A technique used to extend a face or edge to create new geometry
4	Face A flat surface defined by three or more vertices
5	Focus Refers to the clarity of an object in a render
6	Keyframe A marker that records the value of a property at a specific point in time
7	Knife Used to cut edges and faces in a mesh, allowing for precise editing of geometry

Section 3	
1	Lights Lights in Blender illuminate the scene
2	Location Refers to the position of an object in the 3D space
3	Loop A series of connected edges that form a continuous path around a mesh
4	Mode Blender has different modes for working with objects, such as Object Mode, Edit Mode, and Sculpt Mode
5	Motion Refers to the movement of objects in a scene
6	Move Allows you to change the position of objects in your scene
7	Object Any item in your Blender scene, such as a mesh, light, or camera

Section 4	
1	Organic Organic modeling refers to creating natural, flowing shapes like characters, plants, and animals
2	Parenting A technique where one object (the child) follows the transformations of another object (the parent)
3	Proportional Proportional editing allows you to make smooth, gradual changes to a mesh by affecting nearby vertices
4	Ray Used in rendering to simulate the path of light
5	Render The process of generating a final image or animation from your 3D scene
6	Rotate Allows you to change the orientation of objects in your scene
7	Scale Allows you to change the size of objects in your scene
8	Sphere A 3D shape that you can add to your scene

John Bratby – Kitchen Sink Art



Key words and definitions
Composition – The arrangement of the parts of a work of art.
Detailed – All of the information that you can see.
Arrange – Place objects with care and thought.
Contrasting – Things that are opposite to one another, eg. Light and dark, Rough and smooth.
Shading – Pencil pressure on surface.

Tasks for home learning - Homework.

1. Practice shading basic shapes such boxes and cylinders before moving on to mugs and bowls. There is a video clip to help you. <https://youtu.be/FJCM5jR-6FI?si=wmoRrnAxVPzys5dl>
2. Draw a shaded pencil drawing of breakfast items. Include food, cereal and fruit if you want to make it more interesting. Use the shading bar and ideas here to help you.
3. Draw packaging and boxes to make them look 3D, (we will show you how in class) Add lettering and shade to complete them.

Please do your work on paper and bring it to your Art lesson.

