

WILMINGTON
GRAMMAR SCHOOL FOR BOYS

Knowledge Organisers

Year 9 – Term 3

Name	
Form group	

The knowledge organisers in this booklet are full of the **essential facts** and **information** that you need to know and be able to recall in order to ‘master’ Term 3’s units/topics in each of your subjects.

To achieve this, you will need to take in the facts and information and work at moving it all from your short to long-term memory.

We have included the reminder about how to self-quiz, our existing ‘Making Knowledge Stick’ techniques and a couple of new ones to try out.

Good luck in your learning,

Miss Price

Assistant Headteacher in charge of Teaching and Learning

Knowledge is Power

How to self-quiz: A Reminder!



READ

Read the specific facts/information you have been asked to focus on



SAY

Say it in your head/out-loud (if you are at home and would like to)



COVER

Cover the section of your knowledge organiser



WRITE

Write out everything you can remember from what you have read and said to yourself



CHECK

Check over what you have written – check every word.

If you have everything correct, tick your work with a green pen.

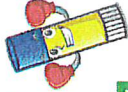
If you have made mistakes in word choice or spelling or have left words/information out, use the green pen to correct your work: This will help you identify the gaps in your knowledge and what you must spend time going over.

Repeat the process until you are able to write out all the facts/information, making no errors. We recommend at least 30 minutes in order to achieve this.

For an example of self-quizzing in action, please see the following instructional video:



Making knowledge stick!



Focus and be positive - say to yourself you can learn what you've been asked to/want to learn, because you can! It is proven that this makes a difference as you're more receptive to the knowledge going in!

Make flash cards (for example, have the term on one side and the definition on the other.) Please see this video that shows you how you can effectively use them over the course of a week or set amount of time to embed knowledge:

<https://www.youtube.com/watch?v=C20EvKtdJwQ&t=87s>

Get a family member/friend to test you (remember - word for word; number for number!)

Incorporate mnemonics (patterns of letters, ideas, or associations which assist in remembering something) to recall longer strings of information: e.g. My Very Excellent Mother Just Served Us Noodles (or Nachos) = The planets in order: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune

Chunk your learning - DON'T leave it until the night before it's due (if you do, you may know it a bit and be able to recognise the words, phrases and equations etc. But they won't be committed to memory.) Start early and do little and often; distributed practice is much more effective!

Test yourself a lot - in all these ways and self-quizzing. When you do so and answer incorrectly, not only are you more likely to remember the right answer after you look it up... you'll also remember that you didn't remember. (Getting something wrong is a great way to remember it the next time, especially if you tend to be hard on yourself.) That's why you need to start early and do little and often, and keep retrieving the same and old knowledge!

Say the words, definitions, formulae etc. **OUT-LOUD:** This turns you from passive to active in the learning process. Research shows that producing words aloud during study, relative to simply reading them silently, improves explicit memory.

Build a 'MEMORY PALACE' (also known as method of loci; memory journey and mind palace technique): This memory aid was created thousands of years ago by the ancient Greeks. It's used by world record-holding memory champions (and Sherlock Holmes!) With a little planning and practice, you can build a memory palace, too. *Please see [this video of a man helping an 8 year-old boy to know all the US presidents using this technique!](https://www.youtube.com/watch?v=aT7_g2E3q3Q&t=452s)*

https://www.youtube.com/watch?v=aT7_g2E3q3Q&t=452s

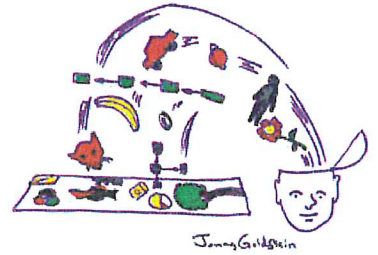
Two others for us to try out!

After self-quizzing and employing different techniques to move your essential facts and information into your working and then long-term memory, put your knowledge to the test with a...

Brain Dump!

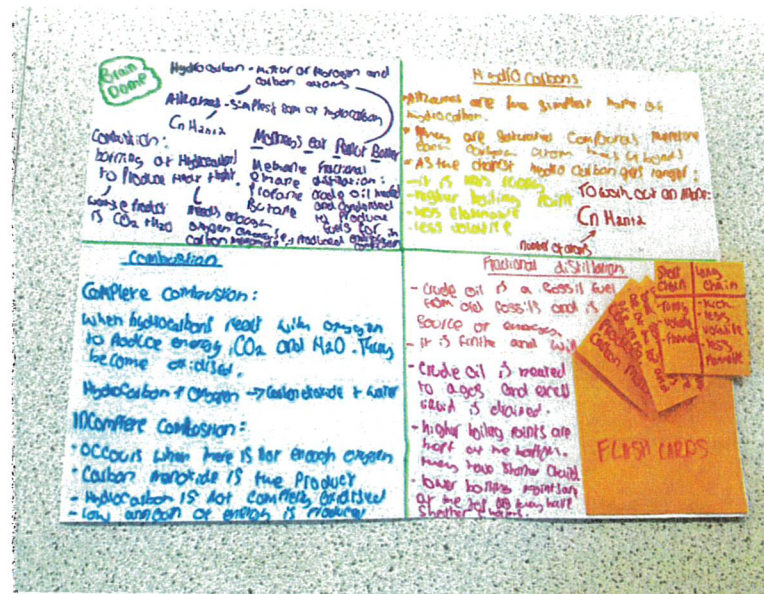
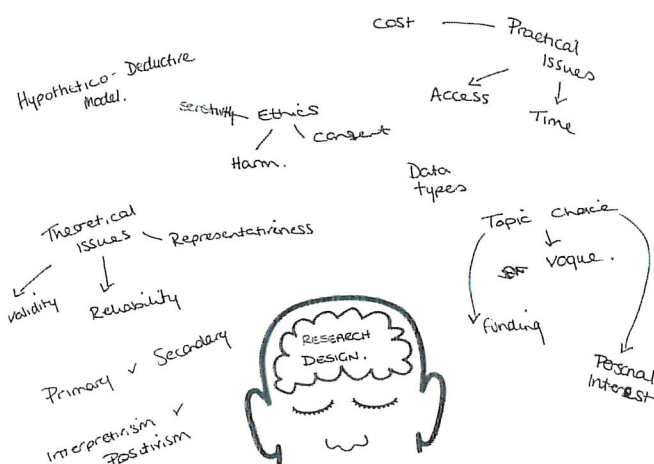
How?

- Take a blank piece of paper
- Write down (DUMP!) everything you know about the topic
 - No books
 - No notes
 - Be as messy as you like
- Time limit of 2 minutes
- After, put a star next to the things you think will be useful to revise.
- If you are unsure of anything you have written, try to explain each term or concept to someone and if you cannot then you need to revise it.
- Use your notes to identify areas you have not included in your brain dump. These should be revised too!



- Once you have your brain dump you should be able to elaborate on the content, being able to describe and explain things in detail.
- You should be able to make connections amongst the ideas.
- You should identify anything you cannot explain or have missed.
- You will want to go back and self-quiz and use our other techniques to help you to embed and retrieve the knowledge you have difficulty remembering or explaining or that you did not add to your original brain dump!

Examples of brain bumps:



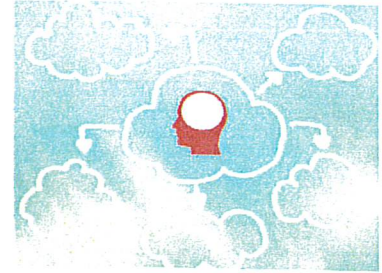
Here students have 'brain dumped' and then created revision resources (flash cards) to master content



Mind Maps!

How?

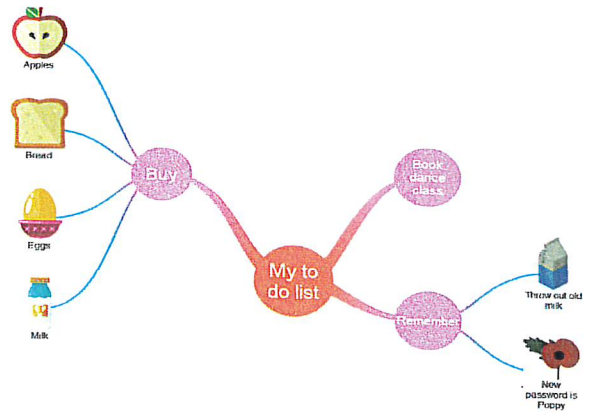
- Put the topic in the centre of a blank page
- Add big branches with the main ideas/themes of the topic
- Add small branches to these with more detail
- Try to write only 1 or 2 words per branch
 - Focus on the key points only
- Add an image to each branch (dual code*):



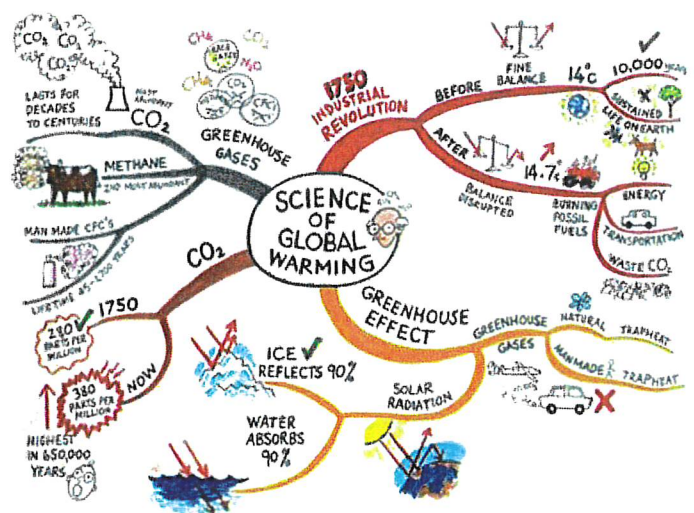
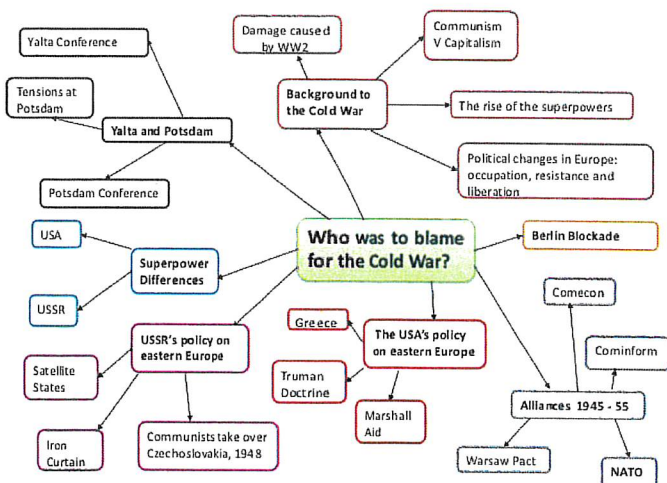
!!!The more creative, the better! Mind mapping can benefit memory retention when we create maps that involve association... The more imaginative and tailored an idea is to an individual, the more it will benefit their memory!!! ... As a simple example, let's work to remember a small 'to do' list:

- Buy apples
- Throw out old milk
- Remember the Internet password is now 'Poppy'
- Book a dance class

To help them remember items on their list, the individual who has created this mind map uses a picture of a 'Pink Lady' apple as a retrieval cue (trigger) because these are their favourite. Furthermore, the individual needs to remember that they have changed their password to 'Poppy', as another cue (trigger), so uses a picture of a remembrance poppy.

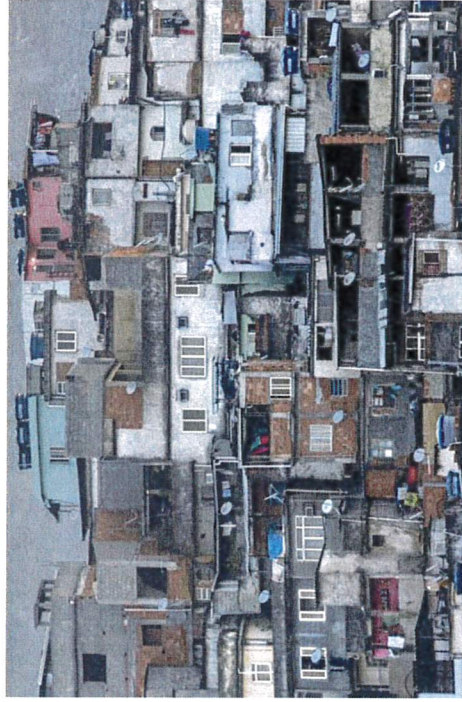


More examples of mind maps:



Top tips!

- 1) ! Use different colours for each branch of your mind map. This helps your brain distinguish between each of the different information stems.
- 2) ! Use 'dual coding'* in your mind maps. Dual coding means using both words and images to record the information you need to remember.



FAVELAS

Rio de Janeiro is one of Brazil's largest settlements with a population of approximately **6.7 million** people. The rapid growth of Rio de Janeiro's population has led to severe crowding and a shortage of housing. This has led to the growth of shanty towns, which are called **favelas** in Brazil.

- In Rio, more than **1.2 million** people live in the favelas on less than £1 per day. The residents lack access to the most basic public services, such as health care, education, and space for recreation.
- Infant mortality rates are high in favelas, 50 per 1000 compared to a national rate of 15 per 1000.
- In 2011, life expectancy in Rio's favelas was found to be up to 13 years less than in the city's wealthier areas.
- There are high incidences of malnutrition, diarrhoea and other diseases.
- Organised crime and gang violence are also common.
- Unemployment rates are high (up to 50% in 2016) and many people work in the informal, poorly paid sector.
- Many children have to work to support their families.
- 18% of children in Rocinha do not attend school.

ERIC CREMERS

Born in **Maastricht**, Holland, **1953** Secondary school art teacher for 28 years then became a full-time artist.

Moved to **Bonaire**, a Caribbean island, 2012. Uses found materials, **driftwood**, **branches**, **palm leaves**, **cardboard** to create his 'Favelas'. Sells his work to tourists.

"Ever since the beginning of my professional artistic activities I have been fascinated by things that **show the traces of a long existence**. My travels all over the world provided me with a valuable source of inspiration. First, I started making ceramic mummies and old temples. After a series in mixed techniques, in which I made objects with a religious/ritual background, I started my 'Habitats'; architectural objects, inspired by old cultures and far away countries. In the end this led to the 'Favelas ' (piled up slums), that appear in many of my artworks...

One can discover endless little details and to me every new piece challenges me to find my way from the bottom up to the top, using mixed materials such as **wood**, **branches**, **palm leaves**, **card board** etc. The things I make are not realistic but the result of my fantasy, whilst I try to find different angles of incidence. Though everything has a clear third dimension, all my works are hung on the wall."



Borrowing Products

Debts: Debts that are used to buy things that have no real value, lose value quickly, produce no income or don't really improve the borrower's situation.

Capital: The money or other assets owned by an individual or a business. In the case of a financial service provider (ie bank or lender), it refers to the funds provided by the shareholders, not deposits from customers.

Consumer debt: The amount of debt built up by members of the public rather than the government.

Credit rating: An assessment of the risk that the borrower poses for the lender.

Deposit: A sum of money placed by a customer with a bank.

Good debts: Debts that are used to buy something that will increase in value or result in something positive happening.

Endowment policy: An insurance product that pays out a lump sum after a specified term or if the insured person dies before the end of the term. Endowment policies are often used as a way of saving over the long term.

Equity: The difference between the value of a property and the mortgage on it.

Interest: The regular charge a borrower pays for borrowing money, usually shown as an annual percentage rate.

Mortgage: A type of secured loan arranged to buy a flat or house.

Overdraft: When a bank account holder has drawn more money out of their account than they have in it. Most banks allow a customer to overdraw as long as it has been agreed beforehand; this is an 'authorised' overdraft. If the customer overdraws without agreement, or goes over their overdraft limit, it is called an 'unauthorised' overdraft.

Profit margin: The difference between the money received by providing a service and the cost of providing the service.

Secured lending: Lending where the borrower has given the lender rights over something that has value – usually a flat or a house – to support the loan and reduce the lender's risk.

Revolving credit: A loan where the borrower can borrow up to a set limit. Each time they pay back some of the loan, they can borrow it back later.

Unsecured lending: Lending where the lender doesn't have rights over anything and could be at risk of losing money if the borrower doesn't pay.

Key Words and Phrases

Boolean Operators - AND (Statement is TRUE if both A and B are true) OR (Statement is TRUE if either A or B or both are true) NOT (Statement is TRUE if A is true but B is not true)

Logic – Logic circuits act on data having two values, either 1 or 0.

Truth Tables – A way of summarising and checking the logic of a circuit.

Algorithms – Sequence of steps that will carry out a specific task.

Compression – Reduce the size of a data file.

Abstraction – Identify the most essential details from a problem, disregard any non-essential details.

Decomposition – Breaking down a complex problem into more manageable parts.

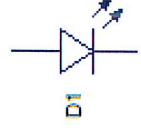
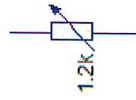
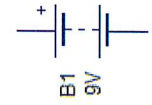
Pixels – Smallest individual dot that can be displayed on a monitor. Each pixel is given a colour.

ASCII – Character set, 128 characters represented using 7 bits per character.

Loops – Instructions being repeated over and over again until a condition is met that stops the loop.

YEAR 9 ALARM KNOWLEDGE ORGANISER

Keyword	Definition
Proton	a stable subatomic particle occurring in all atomic nuclei, with a positive electric charge equal in magnitude to that of an electron.
Electron	a stable subatomic particle with a charge of negative electricity, found in all atoms and acting as the primary carrier of electricity in solids.
Current	a flow of electricity which results from the ordered directional movement of electrically charged particles
Potential Difference	Potential difference is the difference in the amount of energy that charge carriers have between two points in a circuit
Resistance	Resistance is a measure of the opposition to current flow in an electrical circuit. Resistance is measured in ohms, symbolized by the Greek letter omega (Ω)
Ohm's Law	a law in electricity that states that the current in a circuit is equal to the potential difference divided by the resistance of the circuit.
V = Volts	The unit of measurement for voltage
I = Amps/Amperes	The unit of measurement for current
R = Ohms	The unit of measurement for resistance
Push to Make Switch	A Push to Make Switch is a type of electrical switch where the connection inside the switch is wired to be normally open. When the switch is compressed the connection is made which allows the electricity to flow and the device the switch is connected to switch "on".
Buzzer	An electrical device that makes a buzzing noise and is used for signalling.
LED - Light Emitting Diode	LED stands for light emitting diode. LED lighting products produce light up to 90% more efficiently than incandescent light bulbs.





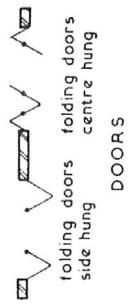
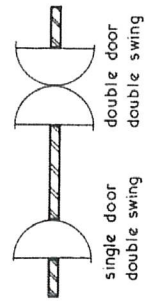
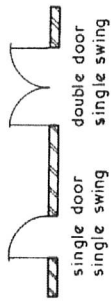
Keyword	Definition
Aeration	Incorporating air into a mixture to give a light fluffy texture
All-in-one	A method of cake making where all ingredients are mixed together at the same time
Beating	This is the rigorous mixing of ingredients using a wooden spoon, electric whisk, food mixer or food processor to thoroughly combine ingredients and to incorporate air
Binary fission	Process by which bacteria replicate and multiply.
Bridge hold	Creating an arch over the ingredient with your hand so the knife can fit underneath to safely chop ingredients
Buttercream	A soft, pipeable or spreadable mixture of butter and icing sugar used as a filling or topping for a cake.
Coating	One of the functions of eggs where they are used to stick flour or breadcrumbs to an ingredients such as fish or chicken.
Choux pastry	A cooked paste or light dough containing eggs, water, butter, and flour that puffs up when baked into a nearly hollow shell
Claw grip	A chopping techniques where your fingers are curled inward and gripping the food with the fingernails, the side of the knife blade should rest against the knuckles, used for slicing ingredients
Coagulation	The change in the structure of protein from a liquid form to solid or a thicker liquid, brought about by heat, mechanical action or acids
Core cooking temperature	The temperature at which foods need to reach in order to be cooked thoroughly. It should be over 75 °C and measured at the thickest part of the food.
Creaming	Mixing butter and sugar together on a moderately high speed until well blended, fluffy and pale yellow., it is often the first step in a cake recipe before the other ingredients are added.
Cross Contamination	The process by which bacteria are transferred from one substance or object to another, with harmful effect. Transferring bacteria from raw to cooked food is the cause of most infections.
Danger Zone	The temperature range with which bacteria multiplies rapidly (5°C -63°C)
Food Hygiene	The conditions and measures necessary to ensure the safety of food from production to consumption
Food poisoning	Illness caused by bacteria or other toxins in food, typically with vomiting and diarrhoea.
Gelatinisation	When starch particles swell and burst, thickening a liquid
Grilling	A form of cooking that involves dry heat applied to the surface of food, commonly from above or below
Hot holding	The process of keeping the cooked food at a safe temperature while it is ready for service
Macro nutrients	The nutrients we need in larger quantities, these include fat, protein and carbohydrate
Micro nutrients	The nutrients we need in small quantities these include vitamins and minerals
Pathogenic bacteria	Bacteria which causes disease, unlike many bacteria which are harmless and often even beneficial to health. Common food borne bacteria include Shigella, Campylobacter and Salmonella
Personal Hygiene	Ensuring people are clean and ready to handle food in order to avoid any form of contamination
Piping	To squeeze a pastry bag in order to force frosting or other paste-like mixtures through the tip of the bag for the purpose of decorating or creating special shapes.
Raising agent	A substance added to a food product that makes it rise when cooked
Rubbing in	To coat flour grains with fat by gently rubbing between the fingertips and thumbs, continuing until the mixture resembles coarse breadcrumbs.
Salmonella	A common bacterial disease that affects the intestines. Humans become infected most frequently through contaminated water or food such as chicken and eggs
Shortcrust pastry	Crumbly pastry made with flour, fat, and a little water, typically used for pies, flans, and tarts
Shortening	The ability of a fat to produce a characteristic crumbly texture to baked products, i.e. pastry
Stir fry	To cook pieces of meat or vegetables quickly in a small amount of hot oil, moving them around all the time
Vegan	People who do not eat any product produced by an animal, this includes, meat, fish, poultry, dairy, eggs and honey
Vegetarians	People who do not eat meat, fish, poultry and in some cases eggs
Whisking	Blend ingredients together quickly or to incorporate air into ingredients such as egg whites or heavy cream in order to increase the volume of the mixture
Wok	A traditional Asian cooking pot shaped like a large deep bowl with a long and short handle or two short handles on opposite sides



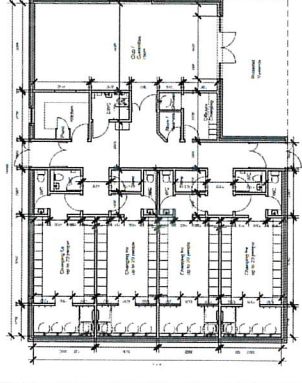
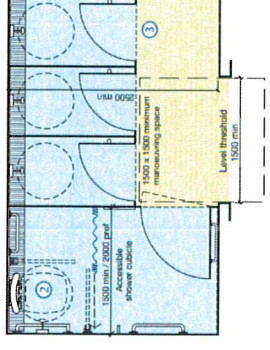
YEAR 9 SPORTS CLUBHOUSE KNOWLEDGE ORGANISER

Keywords	Definition
Water saving measures	Measures such as dual flush toilets, push taps to help reduce the use of water
Scale	The ratio of a distance on the map to the actual distance in real life. The quantitative relation between two amounts showing the number of times one value contains or is contained within the other
Plan view	A view of an object looking straight down on it from above.
Wall	An upright side of a building or room
Window	An opening in the wall or roof of a building or vehicle, fitted with glass in a frame to admit light or air and allow people to see out
Door	A hinged, sliding, or revolving barrier at the entrance to a building, room, or vehicle, or in the framework of a cupboard
Building Symbols	A mark or character used as a conventional representation of elements of a building
British Standards Institute	BSI produces technical standards on a wide range of products and services and also supplies certification and standards-related services to businesses
Sustainability	Avoidance of the depletion of natural resources in order to maintain an ecological balance
Passive design	To design a building to use the planets resources such as the sun, rain and wind to provide energy for the building
Renewable energy	Energy such as wind, solar, biomass, ground source heat pumps used to run a building.
Elevations	A particular side of a building either N/S/E/W
CAD	Computer-aided design (CAD) is the use of computers (or workstations) to aid in the creation, modification, analysis, or optimization of a design
Virtual Model	A digital representation of a physical object

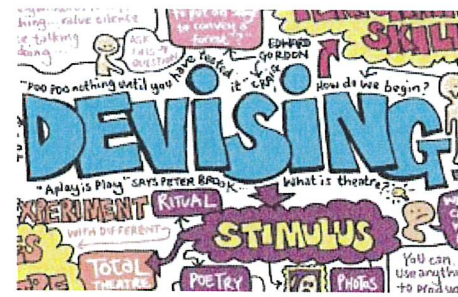
FOOTBALL: Clubhouse



DOORS



Year 9 Drama
Key Terminology Spring 1



<u>Devising terms</u>	
Devising	Creating a performance from a stimulus.
Stimulus	A starting point for a devised performance which gives you ideas e.g. poetry, pictures, newspaper article, music etc.
Practitioner	A person who creates their own style of theatre with specific aims and intentions.
Aims and Intentions	What you want to achieve from your performance, considering the message you are sending and the impact it will have on the audience.
Theatre in education	A theatre performance with an educational message.
Direct address	Speaking directly to the audience, acknowledging their presence, and making them feel part of the play.
Breaking the fourth wall	Interacting with the audience, removing the invisible barrier between audience and actors.
Stage configuration	The position of the audience in relationship to the stage.
<u>Characterisation</u>	
Facial Expressions	A facial expression conveys an emotion that tells us about the character and the way they react to the situation. The actors use their eyes, mouth and eyebrows to convey emotion.
Gesture	Gesture is the way people communicate with their hands or other parts of the body. It can be used to show a character's emotions and personality.
Body Language	Body language includes posture and stance and can convey a character's feelings or personality.
Voice	Your voice can communicate the age, temperament, personality, and the status of your character. Projecting your voice in a performance is vital in order for the audience to understand what is happening.
Proxemics	Proxemics is how close or near you are to others on stage which can help to communicate meaning. It is also about where you position yourself on the stage so the audience can see you and others clearly.

Year 9 Term Three Knowledge Organiser: War Poetry

Poetic Devices	Contrast – Closely placed ideas which are opposites or very different. ‘He had cold eyes but a warm heart’ 3	Contextual References ‘The Charge of the Light Brigade’ <i>The Crimean War</i>	Analytical Verbs
<p>Alliteration – Words beginning with same letter sounds to create a notably emphasis on words –eg. “dark dreary dreams”</p> <p>Assonance – repetition of similar vowel sounds</p> <p>Consonance – Consonant sounds at the end of words “wet set of regrets”</p> <p>Cacophony – Harsh sounds in order to make a discordant sound. “dark knuckles wrapping across bricks” (often Ks, Ts, Cks)</p> <p>Onomatopoeia – Words that sound like the effect they describe “splash, slap, crack”</p> <p>Repetition – Repeating words over a verse, stanza or poem to draw focus and add emphasis.</p> <p>Rhyme – Words with similar ending sounds creating a music like effect or flow “theme/stream/dream”</p> <p>Metaphor – Direct comparison of two things. States one thing is or acts as another without using words ‘like’ or ‘as’</p> <p>Simile – Comparing two or more objects with words ‘like’ or ‘as’</p>	<p>Rhetorical Question – A question intended to provoke thought without expecting an answer.</p> <p>Rhythm – Organisation of words to create a noticeable sound or pace, not necessarily musical but with a clear ‘beat’. Can include the structure of the work and is often measured in syllables.</p> <p>Foreshadowing – Content in the poem which gives an indication of the direction the poem will take, allows the audience to guess what will happen or the poet to prepare the reader.</p> <p>Tone/Mood – The way a poem or speaker is intended to sound, often suggested by the topic, content and structure. This can be very subjective and is often determined by looking at the poem in its entirety.</p> <p>Hyperbole – An over-the-top exaggeration for effect.</p> <p>Oxymoron – Two words placed together with differing meanings to create a new meaning ‘bitter sweet’</p> <p>Personification – Describing an inanimate object with human qualities.</p>	<p>Britain had entered the war, which was fought by Russia against Turkey, Britain and France, to protect key British sea routes from an attempt by Russia to control the Dardanelles, a strategic waterway at the eastern end of the Mediterranean. Half a million died in a notoriously mismanaged campaign, many from disease.</p> <ul style="list-style-type: none"> In September 1854, the Allies landed in the Crimea, in Southern Russia, and besieged Sebastopol. In October the Russians. The Russian and Cossack troops, who were heavily armed and highly skilled, attacked the British base at Balaclava. During this battle, on 25th October, the disastrous Charge of the Light Brigade took place. The wrong order was handed down the chain of command from Lord Raglan, via the Earl of Lucan, resulting in the ill-fated charge led by Lord Cardigan. The order was to retake some guns held by the Russians. Instead the men were ordered to charge the main Russian gun position over open terrain. The 637 horsemen of the Light Brigade gallantly obeyed but two thirds of the force were killed or wounded within twenty minutes and 362 horses died. The Charge is the best known example of the heroism and stupidity of war. The Light Brigade took little further part in the war. <p><i>Authorial Context</i> Edexcel say: Victorian Poet Laureate Alfred, Lord Tennyson was commissioned to write this poem in 1854. He was asked to memorialise the catastrophic charge.</p> <ul style="list-style-type: none"> A different story says: Alfred Tennyson saw the report and wrote this poem within minutes of reading it. Tennyson’s son said, ‘the phrase, someone has blundered’ was the origin of the metre of the poem’. Not everyone liked it: one critic saw it as ‘a real gallop in verse, and only good as such’. Tennyson himself was not happy with it but it has remained popular and famous as a study of the glamour and futility of war. 	<p>Learn these verbs to help add variety to your analytical responses:</p> <p>Implies Informs Perpetuates Portrays Presents Promotes Proposes Provokes Raises Relates Reinforces Represents Reveals States Strengthens Substantiates Suggests Supports Validates Verifies</p>

Department: Geography	Year: 9
Term: 3	Topic: The importance of China – Links to Urban Futures/Resource Reliance/Climate Change at KS4

Key Words	
<ul style="list-style-type: none"> ➤ Physical geography–Natural features on earth e.g., Oceans, mountains, rivers, climate, weather. ➤ Relief – Height and shape of the land. ➤ Climate zones – divisions of the Earth’s climates into zones according to average temperatures and average rainfall. Major climate zones apply to China`s regional geography e.g., Humid, Arid, Polar etc. ➤ Communism – system of social organisation in which all property is owned by the community and each person shares and contributes according to their ability and needs. ➤ Democracy in modern usage, is a system of government in which the citizens exercise power directly or elect representatives from among the population to govern them. ➤ Govern – to rule or preside over and carry out policy, actions, and affairs of (a state, organization, or people) with authority. ➤ Prevailing wind – the most frequent or common wind direction. ➤ Monsoon – heavy rainfall that arrives because of seasonal wind, notably in southern Asia and India between May & September. ➤ Plateau – an area of level high ground e.g. In China the Tibetan plateau. ➤ EDC - Emerging and developing country – A country that is more economically advanced than an LIDC because its economic base is expanding usually from a larger primary sector to secondary sector industry. 	<ul style="list-style-type: none"> ➤ Primary industries – industries that collect raw materials from the land and sea e.g. Mining and Fishing. ➤ Secondary industry-industry that converts raw materials provided by primary industry into products for the consumer; manufacturing industry e.g., Factory making potatoes into crisps. ➤ Tertiary industries- service sector, retail, education, health. ➤ Population density – numbers of people per kilometre squared. ➤ Rural-Urban migration – term used to describe the movement of people from the countryside to cities. ➤ Urbanisation- term used to describe the growth of a city outwards also known as urban sprawl. ➤ Sustainability – term used to describe the meeting the needs of the present generation whilst not harming the needs of the future generations socially, economically and environmentally. ➤ One child policy-a controversial single child policy adopted from 1979 until the last few years to lower population growth.

Year 9 - Term 3 KO - 'WWII was inevitable'



- Skills and vocabulary
- Conceptual focus: Empathy
- When taken together both sources allow an historian to understand...
- Fundamental (if it laid the foundations for something)
- Crucial (If without it, things would not have happened in the same way)
- Critical (might play a small part but ultimately an important part in causing change or leading to a different outcome)
- A.R.K. - Source and Interpretation analysis structure
- I.D.E.A. - Paragraph structure for medium and extended writing

Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
Armistice (n)	An agreement made by opposing sides in a war to stop fighting.
Treaty of Versailles (phrase)	A peace treaty signed in June 1919 to assign blame for World War One.
Treaty of Brest-Litovsk (phrase)	A peace treaty created by Germany to allow Russia to leave World War 1.
Rhineland (n)	An area of land in Germany which is closest to the boarder with France.
Anschluss (n)	The annexation (take over) of Austria by Germany in 1938.
League of Nations (n)	The first worldwide intergovernmental organisation which aimed to keep peace in Europe.
Isolationism (n)	A policy of avoiding conflict with other countries or nations and putting your country first.
Appeasement (n)	To pacify (calm) or give in to a country or persons demands to satisfy them.
Tier 2 Vocabulary	Definition
Annex (v)	The taking over of a country without their permission.
Crisis (n)	A time of danger or difficulty.
Riot (n)	A violent disturbance of the peace by a crowd of people.
Blockade (n)	When access into a country is stopped.
Foreign policy (n)	A governments idea or plan of how to deal with another country.
Appeasement (n)	Pacifying a country to avoid war / confrontation.
Conflict (n)	A serious disagreement or argument.
Aggression (n)	A feeling of anger resulting in violent behaviour
Militarise (v)	To build up your armed forces e.g. army, navy, air force.

Section B: Key foreign policy ideas	
<p><u>Germany and ending the Treaty of Versailles</u></p> <p>The German people hated the Treaty of Versailles as they didn't believe World War One was their fault. Part of Hitler's campaign was that he promised to destroy the Treaty. He did this by rearming his country and increasing the amount of men in the army, remilitarising the Rhineland, creating an Anschluss with Austria and taking back land which Germany had lost. This was a very aggressive foreign policy.</p>	<p><u>Britain and the policy of appeasement</u></p> <p>Neville Chamberlain was the Prime Minister of England after World War One. He had a policy of isolationism and appeasement. As a result of the domestic problems (problems within England) Chamberlain wanted to appease (please) Hitler and other aggressive countries (Italy and China) in order to avoid war. This policy ended when Hitler invaded Poland in 1939 and sparked Britain's entry into WW2.</p>
<p><u>Questions:</u></p> <ol style="list-style-type: none"> Give one way in which Britain and Germany's foreign policy differed. Why did German people hate the Treaty of Versailles so much? 	<p><u>Answers:</u></p> <ol style="list-style-type: none"> Britain's policy was based on peace and avoiding war where as Germany wanted to gain land and destroy the peace treaty. The Treaty of Versailles forced Germany to accept guilt for starting World War One and forced them to pay lots of money to France, Britain, America and Belgium.
<p>Words and themes you've seen before:</p> <p>Parliament— This is a group of people voted in by the British population that create laws.</p> <p>Conscription— To make it compulsory (to force) people to enlist or sign up to the armed forces.</p> <p>Invasion— To take over a country by force e.g. using the armed forces.</p>	

Section C: Timeline of key events	
August 1914	The First World War begins
1916	Britain being their blockade on German ships
April 1917	America joins the First World War
Nov 1917	Russia surrender and leave the First World War
Nov 1918	The Armistice is signed ending the First World War
June 1919	The Treaty of Versailles is signed
1931	Manchurian Crisis
1935	Abyssinian Crisis
1935	Hitler introduces conscription
1936	Hitler remilitarises the Rhineland
1938	Hitler signs the Anschluss with Austria
Sept 1938	Hitler and Chamberlain sign the Munich Agreement
Nov 1938	Hitler invades the Sudetenland
Sept 1939	Hitler invades Poland— the Second World War begins
June 1940	Dunkirk
July 1940	Battle of Britain
Dec 1941	Pearl Harbour
June 1944	D-Day
Aug 1945	America dropped the atomic bomb called 'Fat Man' on Nagasaki in Japan.
Sept 1945	The Second World War ends

Year 9 Maths Knowledge Organiser

Make sure to read the pages that relate to the topic you're studying. To help you remember the key points, you can copy, say, cover and check. Once you think you have learnt the key knowledge, use the Knowledge Retriever book to test yourself. Look at the next page to see how to use the knowledge retriever book.

Term	Knowledge Organiser Book Pages	Knowledge Retriever Book Pages
1	31-32 19-20 16 13 9	73-75 43-44 35-36 29-30 19
2	48 39 6 40	115-116 93-94 11-12 95-96
3	11 13 42 44-46 17	23 30 101-102 105-107 39-40
4	33-34 35 38 41 53-56 44-46 13-14	77-80 81-82 89-90 97-98 127-134 108-110 31-32
5	14 25	31-32 57-58
6		

How to Use This Book

Every page in this book matches a page in the Higher GCSE Maths **Knowledge Organiser**. Before using this book, try to **memorise** everything on a Knowledge Organiser page. Then follow these **seven steps** to see how much knowledge you're able to retrieve...

1 Use what you've learned from the Knowledge Organiser to fill in any dotted lines or white spaces. You may need to draw, complete or add labels to tables, graphs and diagrams too.

2 In this book, there are two versions of each page. Find the 'First Go' of the page you've tried to memorise, and write the **date** at the top.

3 Use the Knowledge Organiser to **check your work**. Use a **different coloured pen** to write in anything you missed or that wasn't quite right. This lets you see clearly what you **know** and what you **don't know**.

4 After doing the First Go page, **wait a few days**. This is important because **spacing out** your retrieval practice helps you to remember things better.

5 Now do the **Second Go** page. The Second Go page is harder — it has more things missing.

6 Again, check your work against the Knowledge Organiser and **correct it** with a different coloured pen. You should see some **improvements** between your first and second go.

7 Wait another few days, then try to recreate any methods, formulas, tables or diagrams from the Knowledge Organiser page on a **blank piece of paper**. You can also have a go at any **example questions** if you can do all this, you'll know you've **really learned it**.

There are also **Mixed Practice Quizzes** dotted throughout the book.

- The quizzes come in sets of four. They test a mix of content from the previous few pages.
- Do each quiz on a different day — write the date you do each one at the top of the quiz.
- Tick the questions you get right and record your score in the box at the end.

WGSB Year 9 French

Term 3 KO

Talking about jobs

à l'avenir in the future
 quand je serai grand when I am older
 je voudrais être I would like to be a
 je ne voudrais pas être I would not like to be a
 quand j'étais plus jeune when I was younger
 je voulais être I wanted to be a
 ma mère est my mum is a
 mon père est my dad is a

avocat(e) lawyer
 chanteur singer (m)
 chanteuse singer (f)
 chauffeur de taxi taxi driver
 comptable accountant
 diplomate diplomat
 directeur manager (m)
 directrice manager (f)
 footballeur footballer
 guide touristique tourist guide
 infirmier nurse (m)
 infirmière nurse (f)
 journaliste journalist
 juge judge
 médecin doctor
 pilote pilot
 professeur teacher
 sociologue sociologist
 vétérinaire vet
 webdesigner web designer

Reasons

Je pense que ce serait I think that it would be

captivant engaging
 ennuyeux boring
 bien payé well paid
 mal payé badly paid
 stimulant stimulating
 compliqué complicated
 épuisant exhausting
 stressant stressful
 gratifiant fulfilling

Why you want to do a job

j'aime I like
 j'aimais I used to like
 je veux I want
 je ne veux pas I don't want
 je pourrais I would be able
 il/elle aime he/she likes

parler avec les autres to speak with others
 chanter to sing
 faire du sport to do sport
 parler des langues étrangères to speak other languages
 rencontrer des personnes intéressantes meet interesting people
 avoir le contact avec les autres to have contact with other people
 voir le monde to see the world
 acheter et vendre des produits to buy and sell products
 beaucoup voyager to travel a lot
 travailler en plein air work in the open air
 travailler dans un bureau work in an office
 aider les autres help other people
 utiliser la technologie use technology
 écrire et lire des articles write and read articles

Reasons

Je pense que ce serait I think that it would be
 captivant engaging
 ennuyeux boring
 bien payé well paid
 mal payé badly paid
 stimulant stimulating
 compliqué complicated
 épuisant exhausting
 stressant stressful
 gratifiant fulfilling

Plans for the future

à l'avenir in the future
 quand je serai plus grand when I am older
 dans quatre ans in four years
 je quitterai le collège I will leave school
 je ferai un apprentissage I will do an apprenticeship
 j'irai à l'université I will go to university
 je ferai le tour du monde I will do a world tour
 je voyagerai I will travel
 je travaillerai I will work
 je me marierai I will get married
 j'habiterai I will live
 j'aurai une famille I will have a family
 je serai riche I will be rich
 j'espère que I hope that
 j'imagine que I imagine that
 ce sera it will be

Year 9 Spanish Term 3 KO

El Cuerpo – the body

Las muelas teeth
 La garganta throat
 La pierna legs
 La rodilla knee
 La cabeza head
 El pie foot
 El cuello neck
 Los oídos ears
 El brazo arm
 La espalda back
 La mano hand
 Los ojos eyes
 El estómago stomach
 La boca book
 La nariz nose
 Los hombros shoulders
 Los dedos fingers
 El pecho chest

¿Llevas una dieta sana? Do you have a healthy diet?

Llevo una dieta sana = I have a healthy diet
 Me gusta (n) mucho = I really like
 Me gusta (n) bastante = I quite like
 No me gusta (n) = I don't like
 No me gusta (n) nada = I really don't like
 el arroz = rice
 el pan = bread
 el pollo = chicken
 el pescado = fish
 la carne = meat
 la ensalada = salad
 la pasta = pasta
 la pizza = pizza
 los caramelos = sweets
 los huevos = eggs
 los pasteles = cakes
 las galletas = biscuits
 las verduras = vegetables

Aches and illness

Me duele el my....hurts
 Me duelen los dientes my teeth hurt
 Tengo frío I'm cold
 Tengo calor I'm hot
 Tengo fiebre I have a fever
 Tengo una picadura de mosquito / de abeja I have a mosquito/bee sting
 Tengo gripe I have flu
 Tengo catarro I have a cold
 Tengo vómitos I have been sick
 Tengo diarrea I have diarrhoea
 Tengo quemaduras de sol = I have sunburn
 Tengo tos = I have a cough
 Estoy cansado/a = I am tired
 Estoy enfermo/a = I am ill

Key Verbs

comer = to eat
 como = I eat
 comí = I ate
 comía = I used to eat
 me gustaría = I would like (to eat/drink)
 beber = to drink
 bebo = I drink
 bebí = I drank
 bebía = I used to drink
 hacer = to do
 hago = I do
 hice = I did
 hacía = I used to do
 jugar = to play
 juego = I play
 Jugué = I played
 Jugaba = I used to play
 Ir = to go
 voy = I go
 fui = I went
 iba = I used to go

¿Qué haces para estar en forma? What do you do to keep in shape?

Me gusta mucho hacer deporte = I like to do sport
 Hago artes marciales = I do martial arts
 Hago atletismo = I do athletics
 Hago footing = I do jogging
 Hago gimnasia = I do gymnastics
 Hago natación = I do swimming
 Juego al baloncesto = I play basketball
 Juego al ping-pong = I play table tennis
 Juego al tenis = I play tennis
 Juego al voleibol = I play volleyball
 Juego a la pelota vasca = I play pelota en el parque = in the park
 en el gimnasio – in the gym
 Voy al polideportivo = I go to the sports centre
 Soy miembro de un club = I'm a member of a club
 Voy a clases de baile = I go to dance classes
 Prefiero jugar al fútbol = I prefer to play football
 Es mi deporte preferido = it's my favourite sport

Para estar en forma = to be in shape / to keep fit

Se debe you should
 Hay que you must
 beber agua frecuentemente = drink water frequently
 comer más frutas y verduras = eat more fruit and veg
 comer menos chocolate = eat less chocolate
 dormir ocho horas al día = sleep for 8 hours a day
 entrenar una hora al día = train / exercise for an hour a day
 No se debe = you shouldn't
 beber alcohol = drink alcohol
 beber demasiados refrescos = drink too many fizzy drinks
 comer comida basura = eat junk food
 fumar = smoke

tres veces al día = three times a day

cada día = each day

todos los días = every day

dos veces a la semana = twice a week

los fines de semana = at the weekends

una vez al mes = once a month

a veces = very often

de vez en cuando = from time to time

casi nunca = almost

A pesar de esto = despite this

excepto = except

ojalá pudiera = if only I could



Year 9 Term3 Religious Studies Christian Practices 1

Key Words	Topics	Essential knowledge
<p>Worship: Acts of religious praise, honour, or devotion.</p> <p>Liturgical worship: A church service that does not follow a set text or ritual.</p> <p>Non-liturgical worship: A service does not follow a set text or ritual.</p> <p>Informal worship: A type of non-liturgical worship, sometimes 'spontaneous' or 'charismatic' in nature.</p> <p>Private worship: When a believer praises or honours God on his or own.</p> <p>Prayer: Communicating with God, either silently or through words of praise, thanksgiving, or confession.</p> <p>Set prayers: Prayers that have been written down and said more than once by more than one person, for example the Lord's Prayer.</p> <p>Informal prayer: Prayer that is made up by an individual using his or her own words.</p> <p>Nonconformist: An English protestant who does not conform to the doctrines or practices of the established Church of England.</p> <p>Sacraments: Rites and rituals through which the believer receives a special gift of grace.</p> <p>Baptism: The ritual through which people become members of the Church.</p> <p>Believers' baptism: Initiation into the Church, by immersion in water.</p> <p>Infant Baptism: The ritual through which babies and young children become members of the Church.</p> <p>Holy Communion: A service of thanksgiving in which the sacrificial death and resurrection of Jesus are celebrated using bread and wine.</p> <p>Pilgrimage: A journey by a believer to a holy site for religious reasons. Pilgrimage itself is an act of worship and devotion.</p>	<p>What is Worship? Worship is the act of religious praise, honour, or devotion. It is a way for Christians to show their deep love and honour to God. Worship can take different forms, including liturgical, non-liturgical and informal worship.</p> <p>Why Christians worship: To praise and thank God, To ask for forgiveness, To seek God's help for themselves or others and to deepen their relationship with God and strengthen their faith.</p> <p>Private worship is when believers praise or honour God in their own home.</p> <p>Prayer is communicating with God, either silently or through words of praise, thanksgiving or confession, or requests for God's help or guidance. Christians may use set prayers that have been written down and said more than once by more than one person. An example is the Lord's Prayer, which is the prayer Jesus taught to his disciples.</p> <p>Christians may also use informal prayers to communicate with God. Some Christians find they can express their needs to God more easily by using their own words.</p> <p>The importance of prayer: To enable Christians to talk and listen to God, to gain a sense of peace and it helps Christians to keep a close relationship with God</p> <p>Sacraments are holy rituals through which believers receive a special gift of grace. Some Christian denominations recognise seven sacraments while others acknowledge fewer.</p> <p>Baptism is the ritual through which a person becomes a member of the Church. It involves the use of water to symbolise the washing away of sin. It cleanses the person of sin, the person becomes a child of God, they become a member of the Church.</p> <p>Infant baptism is for babies and young children.</p> <p>Believers' baptism is for people who are old enough to understand the significance of the ritual.</p> <p>Holy Communion also known as eucharist is the sacrament that uses bread and wine to celebrate the sacrifice of Jesus, using his words and actions. Christians interpret the meaning of Holy communion in different ways, but all agree that it brings them closer to each other and to God. In most churches the Holy Communion service has two parts: the ministry of the Word and the ministry of Holy communion.</p> <p>The impact of Holy communion: The individual receives the grace of God; it brings the community of believers together and it acts as a call to love others in practical ways.</p> <p>A pilgrimage is a journey made by a believer to a holy site for religious reasons. As well as making a physical journey to a sacred place, the pilgrim also makes a spiritual journey towards to God. It gives opportunity for prayer and worship. Two popular places of pilgrimage are Lourdes in France and Iona in Scotland.</p> <p>Reasons to go on pilgrimage: To thank God for his blessings, to pray for something special, to reflect on one's life, to ask for forgiveness and to grow closer to God.</p> <p>The impact on a Christian's life: To give them a better understanding of their faith, to give them a good feeling about helping other pilgrims who are disabled or ill and to help them feel connected to the Christian community.</p>	<p>What is Worship? Worship is the act of religious praise, honour, or devotion. It is a way for Christians to show their deep love and honour to God. 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Knowledge Organiser

Department: Biology

Term: 3

Year: KS4

Topic: Chapter 2 GCSE

Key Words		Key Learning Concepts/Facts
Osmosis	The diffusion of water molecules through a partially permeable membrane, from a dilute solution to a concentrated solution	<ul style="list-style-type: none"> ➤ Describe the conditions needed for diffusion to occur ➤ Describe how water moves by osmosis in living tissues and factors that affect it ➤ Describe active transport and its importance ➤ Explain difference between; active transport, osmosis and diffusion ➤ Describe the process of mitosis, its role in growth and production of genetically identical cells ➤ Explain the importance of cell differentiation ➤ Describe the function of stem cells in embryonic and adult cells (associated risks) ➤ Understand the need for reduction division, meiosis and its steps ➤ Describe the need for transport systems, effectiveness of an exchange surface ➤ Identify the parts of the circulatory system, their functions and structure ➤ Identify the parts of the human gaseous exchange system and know their structure, functions and adaptations ➤ Describe the structure and functions of the heart, movement of the blood ➤ Identify the parts of the blood and their functions, role of oxygen and haemoglobin ➤ Identify the internal structure of the leaf and the adaptation for photosynthesis, Roles of xylem and phloem to absorb water ➤ Describe how mineral ions from the soil are taken up by root hair cells via osmosis ➤ Describe roles of transpiration in plants and plant structures ➤ Describe the movement of sugars in a plant via translocation ➤ Describe how transpiration is affected by different factors
Water potential	A measure of the amount of water particles in a solution	
Partially permeable membrane	A membrane that allow some small molecules to pass through but not larger molecules	
Mitosis	Cell division that results in genetically identical diploid cells	
Stem cells	Unspecialised body cells that can develop into other, specialised, cells that the body needs	
Differentiation	When cells gain certain features needed for their functions; they become specialised	
Organ	Group of tissues that carries out a specific function	
Organ systems	Arrangement of organs in the body according to function	
Specialised cells	When cells or tissues become adapted to carry out their special functions	
Meristems	Regions at tips of roots and shoots where cell division and elongation takes place	
Meiosis	Cell division that results in gametes being produced, with half the number of chromosomes as the parent cell	
Gametes	The male and female sex cells (ovum and sperm)	
Double circulation	When blood flows in two separate circuits; (1) blood flows from the heart to the lungs, and (2) from the heart to the rest of the body	
Alveolus	Air sacs, the site of gaseous exchange in the lungs	
Vena cava	Vein that carries deoxygenated blood from the body to the right atrium	
Haemoglobin	Chemical found in red blood cells, which binds to oxygen to transport around body	
Vascular bundle	Group of xylem and phloem cells that transport water and glucose around plants	
Fertiliser	Chemical containing minerals, put on soil to improve plant growth	
Transpiration	The movement of water through the plant	
Translocation	The movement of sugars through a plant	
Xylem	Cells specialised for transporting water around the plants	
Phloem	Specialised transporting cells which form tubules in plants to carry sugars from leaves to other parts of the plant	
Potometer	Piece of equipment used to measure water uptake by plant	

Knowledge Organiser

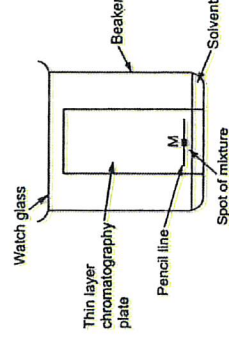
Department: Chemistry

Term: 3

GCSE Combined Chemistry

Topic 2: Elements, compounds and mixtures

- **active ingredient:** the ingredient in a formulation that provides the chemical reaction needed but which is bulked out with other substances
- **chromatogram:** is a visible record showing separated substances that have travelled set distances. The distance an unknown substance travels is compared with the distance a standard substance travels.
- **chromatography:** a method for splitting up a substance to identify compounds and check for purity.
- **empirical formula:** the simplest formula that a larger formula can be reduced to. For example, the empirical formula of C_8H_{16} is CH_2
- **fertilisers:** chemicals made to enhance the growth of crops, usually containing high levels of nitrogen or phosphorus or potassium in three set ratios.
- **filtration:** the process by which insoluble substances are separated from soluble ones using a filter.
- **formula mass:** the total of the atomic masses making up the formula of a substance
- **formulation:** a mixture that has been designed as a useful product. It has an exact ratio of ingredients to ensure it preforms according to design eg. Medicine, fertilisers, shampoo.
- **impure:** materials consisting of two or more different elements and/or compounds.
- **mixture:** a substance containing two or more different elements or compounds not chemically combined together.
- **mobile phase:** in chromatography this is the phase that moves.
- **pure:** a single substance in which all of the particles are of the same
- **Rf value:** the ratio distance moved by the solvent / distance moved by a compound It is used in chromatography to identify compounds
- **solubility:** the measure of how much solute can dissolve in a given solvent at a certain temperature.
- **soluble:** a substance that will dissolve in a solvent.
- **solute:** a substance that dissolved in a solvent.
- **solution:** a mixture formed when one substance dissolves in another.
- **solvent front:** how far the solvent travels during chromatography.
- **solvent:** a substance that can dissolve a solute to form a solution.
- **stationary phase:** the phase in chromatography that does not move. In paper chromatography it is the paper.
- **relative atomic mass:** the mean mass of an atom of an element compared to $1/12$ the mass of ^{12}C atom, defined as 12 exactly. Its symbol is A_r .
- **relative formula mass:** the mean mass of an unit of a substance compared to $1/12$ the mass of a ^{12}C atom, defined as 12 exactly. Its calculated by adding together the relative atomic masses for the atoms in the formula of a substance. Its symbol is M_r .
- **balanced equation:** chemical equation where the number of atoms on each side of the equation balance each other.
- **compound:** two or more elements which are chemically joined together. Eg. H_2O .
- **element:** a substance made from only one type of atom.
- **relative atomic mass:** the mean mass of an atom of an element compared to $1/12$ the mass of ^{12}C atom, defined as 12 exactly. Its symbol is A_r .
- **relative formula mass:** the mean mass of a unit of a substance compared to $1/12$ the mass of a ^{12}C atom, defined as 12 exactly. Its calculated by adding together the relative atomic masses for the atoms in the formula of a substance. Its symbol is M_r .
- **atomic structure:** the number of protons, neutrons and electrons in atoms.
- **conservation of mass:** the total mass of reactants equals the total mass of products formed.



Knowledge Organiser

Department: Physics Triple

Topic: Electricity

Key Words

A material that allows an electric charge to flow through it	Conductor
Circuit in which all components are connected one after the other in a single line	Series circuit
Component with high resistance in one direction and low in the other	Diode
The electrical connection between the metal case of an electrical appliance and the ground	Earth wire
The rate of flow of electric charge	Current
A wire in a plug designed to melt if there is a surge of current	Fuse
Ratio of voltage across a component to the current through it	Resistance
A material that reduces the flow of electric charge	Insulator
A component whose resistance is affected by temperature	Thermistor
Conducting connection that carries electricity from the supply	Live wire
The rate at which energy is transferred	Power
A bulb with a thin piece of wire that is heated and gives out light	Filament bulb
Unit of energy	Joule
Wire in a plug that allows electricity to return to its source	Neutral wire
Unit of power	Watts
Measure of the energy transferred per unit charge as it moves between two points in a circuit	Potential difference
A relationship which produces a straight line graph that passes through the origin	Directly proportional
Unit for electric charge	Coulomb
A property of some particles given the symbol Q	Charge
A circuit in which the current divides into two or more paths	Parallel circuit

By the end of this unit you will need to be able to: (page numbers relate to the textbook available on teams)

Explain what static electricity is, describe how insulating materials can be charged and the uses and dangers associated with static electricity. P102-103
 Recognise and use electric circuit symbols in circuit diagrams and explain electric charge and currents. P103-104
 Explain current pass around a circuit and what charge is. P103-104
 Explain what resistance is and describe Ohms law. P106-107
 Describe the differences in series and parallel circuits. P108-109
 Explain how resistance changes in electrical components, (Filament lamps, LDR's, Thermistors, Diodes) and draw the V-I graphs for each. P110-111, 116-117
 Describe energy transfers and power. P118-119.
 Be able to calculate power. P120-121
 Understand the difference between AC and DC. P286-287
 Know how a plug is wired and the function of a fuse. P286-287

Equations for this chapter – these all need to be learnt for the exams

Charge flow = current x time
Potential difference = current x resistance
Energy transferred = current x potential difference x time
Power = potential difference x current
Power = (current)² x resistance
Power = energy transferred / time
Energy transferred = power x time

WGSB Year 9 Academic Merits

	BRONZE	SILVER	GOLD
Life Programme	3	5	8
Art, Computer Studies, Drama, Music, RS	8	10	12
Geography, History, Biology, Chemistry, Physics	10	15	20
DT, French, Spanish, PE	20	25	30
English, Maths	30	40	50