Year 9

HALF TERM 2
KNOWLEDGE ORGANISERS



Look at the information carefully. Read it three times. It may help to say it as you read it.



Cover it up with your hand or a piece of paper.



Write it out, from memory.



Check what you have written matches the information on the knowledge organiser exactly. Tick your work with a purple pen to show it is correct if it does.



If it doesn't match exactly, use your purple pen to correct it.

Orsett Heath Academy

Masters of Recall

English | Literature: Novel Study: Animal Farm | YEAR 9 TERM 2

Week 1	Week 2	Week 3
Context: the background information about the time, place, writer, or events that help us understand a text better. **Comrade:** a fellow member of an organisation **Majestic:** something or someone that is grand or splendid	**Advocate**: to speak or act in favour of someone **Rebellion:** organised opposition **Abolish:** formally put an end to something **Prosperity:** the state of being wealthy and successful	**Expulsion:** the act of forcing someone to leave an organisation, country or group **Embolden:** to make someone brave **Confinement:** the act of being held somewhere
Week 4	**Week 5**	**Week 6**
Dissentient: a person who opposes a majority or official opinion **Obstinate:** very determined and unwilling to change **Tyranny**: a form of government in which the ruler is an absolute dictator	**Enmity:** a state or feeling of active opposition or hostility **Pretext:** a false reason or claim put forward to mask one's true motive or aim **Sordid:** morally degraded	**Complicity:** participation in wrongdoing **Cryptic:** difficult to understand; ambiguous or mysterious in meaning

Subject Science | Topic Particle model of matter | YEAR 9 TERM 1b

Week 1

Particle diagrams- solids, liquids, gas



Solids have strong forces of attraction. They are held together very closely in a fixed, regular arrangement. The particles do not have much energy and can only vibrate.



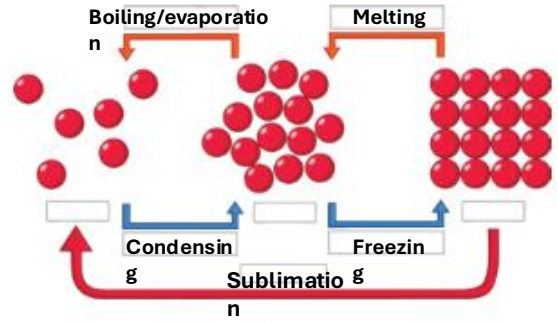
Liquids have weaker forces of attraction. They are close together, but can move past each other. They form irregular arrangements. They have more energy than particles in a solid.



Gases have almost no forces of attraction between the particles. They have the most energy and are free to move in random directions.

Week 2

Changes of state



Week 3

Density required practical- regular shaped object

Density

Density is a measure of how much mass there is in a given space.

Density (kg/m^3) = mass (kg) ÷ volume (m^3)

A more dense material will have more particles in the same volume when compared to a less dense material.

Required Practical

Measuring the density of a regularly shaped object:

- Measure the mass using a balance.
- Measure the length, width and height using a ruler.
- Calculate the volume.
- Use the density (ρ = m/V) equation to calculate density.

Week 4

Density required practical- irregular shaped objects

Measuring the density of an irregularly-shaped object:

- Measure the mass using a balance.
- Fill a eureka can with water.
- Place the object in the water - the water displaced by the object will transfer into a measuring cylinder.
- Measure the volume of the water. This equals the volume of the object.
- Use the density (ρ = m/V) equation to calculate density.

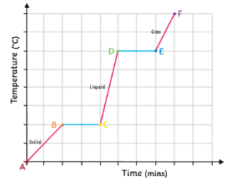


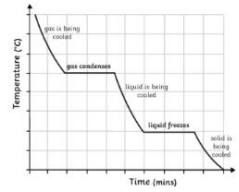
Week 5

Specific latent heat- heating and cooling curves

Energy is being put in during melting and boiling. This increases the amount of internal energy. The energy is being used to break the bonds, so the temperature does not increase. This is shown by the parts of the graph that are flat.

When a substance is condensing or freezing, the energy put in is used to form the bonds. This releases energy. The internal energy decreases, but the temperature does not go down.





Week 6

Specific latent heat is the amount of energy needed to change 1kg of a substance from one state to another without changing the temperature. Specific latent heat will be different for different materials.

- solid → liquid - specific latent heat of **fusion**
- liquid → gas - specific latent heat of **vaporisation**

Specific Latent Heat Equation

The amount of energy needed/released when a substance of mass changes state.

energy (E) = mass (m) × specific latent heat (L)

E = mL

Masters of Recall

Geography — Ocean Tectonics — YEAR 9 TERM 2

Week 1	Week 2	Week 3
Collide – when two things crash together **Crust** – the outermost layer of earth, formed of a thin layer of solid rock **Mantle** – the middle layer of earth, formed of molten rock **Core** – the innermost layer of earth, formed of extremely hot metal	**Continental** – relating to the landmasses on earth **Density** – how heavy something is compared to its size **Oceanic** – relating to Earth's oceans **Tectonic** – relating to Earth's structure	**Ridge push** – the force of new crust pushing down and away from a convergent plate margin **Slab pull** – the force placed on a plate as part of it sinks into the mantle, pulling the rest behind **Plate margin** – the edge of a tectonic plate **Diverge** – to move apart
Week 4	**Week 5**	**Week 6**
Hotspot – an area on the surface of a tectonic plate where volcanoes occur **Constructive plate margin** – the point where two tectonic plates move apart **Destructive plate margin** – where two plates move towards each other, and oceanic crust is subducted beneath continental crust **Subduction** – where one tectonic plate slips under another	**Magnitude** – a measure of how strong an earthquake is **Hazardous** – something that is dangerous **Fatality** – means when someone dies **Evacuate** – means to leave a location as quickly as possible to escape danger	**Mitigate** – to reduce the amount of damage that is likely to happen in an event **Prepare** – to make sure you are ready for something before it happens **Risk** – the chance of harm occurring **Distribution** – how something is spread out over a particular area **Infrastructure** – basic structures and systems needed for society to function

Masters of Recall

History | Forgotten soldiers/Suffragettes | YEAR 9 TERM 2

Week 1	Week 2	Week 3
Colonial – something that related to colonies or colonialism. E.g. troops from India were colonial troops as they were part of the British colony. **Race to the Sea –** the period of WWI from 1914-1915 when both sides tried to outflank each other, moving closer towards the North Sea. The British had to maintain control of the Ypres Salient because otherwise their supply route from England would be cut off.	**Indian Soldiers** served in WWI as they were part of the British Empire and were famous for their military prowess. **Algerian soldiers** fought in WWI as they were part of the French Empire. **Chlorine Gas** – a weapon first used at the Second Battle of Ypres, which when inhaled could cause a horrible death.	**Battle of Cambrai:** in this battle was the first large-scale use of tanks. The Chinese Labourers were very important in the preparation for this battle as they were tank experts. **Semi-colonised:** not completely being ruled by another country, but being somewhat under their control. For example China was an independent country, but they had been forced into unfair trade deals with European countries that kept them week. **segregation:** separating people on the grounds of race. For example, Chinese Labourers were housed away from the British and Chinese hospitals were sealed off.
Week 4	**Week 5**	**Week 6**
autonomy: being in control of your own decisions and no one else telling you what to do. For example, Canada has its own autonomy, as they were a self-governing part of the British Empire. **Propaganda:** information designed to persuade people to support a particular idea or cause. **Censorship:** is when information is controlled or hidden so it cannot be fully shared with the public.	**Suffrage** – the right to vote in elections. **NUWSS** – Suffragists. This groups preferred peaceful methods of achieving suffrage. Such as peaceful marches and petitioning MPs. **WSPU** – Suffragettes. This group preferred 'deeds not words' including smashing windows, ruining precious paintings and setting fire to buildings.	**Emmeline Pankhurst** – the leader of the Suffragettes. **Millicent Fawcett** – the leader of the Suffragists **Cat and Mouse Act** - An act passed by the government which allowed hunger striking Suffragettes to be temporarily released from prison to regain their strength.

Subject **French** Topic **Future Plans** YEAR **9** TERM **2**

Week 1	Week 2	Week 3
-Pour gagner de l'argent→ To earn money -On peut → you can -Je dois → I must -Travailler au Jardin → work in the garden -Aider les voisins → help the neighbours	-J'achète → I buy -je fais des économies→ I am saving -des trucs à manger → things to eat -des vêtements→ some clothes -des billets de cinéma → cinema tickets -des jeux video → video games	-Je veux être → I want to be -instituteur / institutrice → teacher -fatigant → tiring -passionnant → exciting -utile → useful -Je veux faire du travail bénévole → I want to do voluntary work
Week 4	**Week 5**	**Week 6**
- J'habiterai → I will live -je travaillerai → I will work -à l'étranger → abroad -j'aurai → I will have -j'irai → I will go - Je serai → I will be	-À l'avenir → In the future -on ira → we will go -Il y aura → there will be -ce sera → it will be -on portera → we will wear	-Qu'est-ce que tu fais comme métier? → What is your job? -il est né → he was born -Il a fait des études → He studied -J'ai travaillé seul (e) → I worked alone -À mon avis → In my opinion

Masters of Recall

Subject: MUSIC

Topic: FOUR CHORD COMPOSITION

YEAR 9 TERM 1.2

Week 1

CHORDS

MAJOR CHORD
A 'happy' sounding chord. Made up of a Root note + 4 semitones + 3 semitones.

MINOR CHORD
A 'sad' sounding chord. Made up of a Root note + 3 semitones + 4 semitones.

ROOT NOTE
The note that a chord is based on. For example, the root note of a C Major chord is C.

Week 2

BUILDING CHORD PROGRESSIONS

CHORD SEQUENCE
The order in which chords are played in a song or piece of music.

BASS LINE
The lowest part or sequence of notes in a piece of music, usually based on the root notes of the chords.

PROGRESSION
A series of chords played one after another to create harmony.

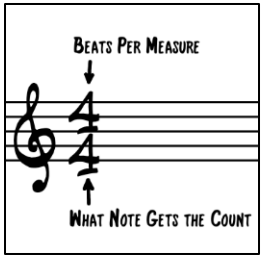
Week 3

RHYTHM

TIME SIGNATURE
Shows how many beats are in each bar and which note value receives one beat.

BAR
A section of music containing a set number of beats.

BEAT
The regular pulse that runs throughout a piece of music.



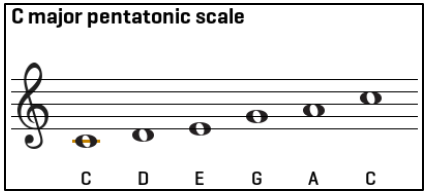
Week 4

MELODY

PENTATONIC SCALE
A scale made up of five different notes.

MELODY
The main tune of a piece of music.

PITCH
How high or low a note sounds.



Week 5

COMPOSITION

STRUCTURE
The way different sections of music are organised.

REPETITION
When a musical idea is played more than once.

CONTRAST
When different musical ideas are used to create variety.

Week 6

PERFORMANCE & EVALUATION

TEMPO
The speed of the music.

DYNAMICS
The volume of the music, from quiet to loud.

TEXTURE
How many layers of sound are heard in the music.

Masters of Recall

Subject:RE | Topic:- Crime and Punishment | YEAR 9_ TERM 2_

Week 1	Week 2	Week 3
Crime = is an offence that is punishable by law, for example stealing or murder. In the UK, the government must get approval from Parliament before any new crimes are written into law. **Criminal Responsibility =** The age of criminal responsibility in England and Wales is <u>10 years old.</u> <u>Civil offences</u> = A civil offence is when someone causes harm or loss to another person, and the aim is to put things right, usually by paying compensation. <u>Criminal offences</u>= A criminal offence is when someone breaks the law and harms society as a whole, and the aim is to punish the offender, for example with a fine or prison sentence.	**Intention=** What someone plans or means to do before they act – the reason behind their action. **Precedent**= A previous court case or decision that judges use to help decide similar cases in the future. **Mental health=** A person's emotional and psychological wellbeing – how someone thinks, feels, and copes with everyday life.	**Individualists**= tend to focus on personal weakness as the reason a crime is committed. **Collectivists**= feel that society is unequal and some people are at greater risk of being influenced by criminal behaviour **Prejudice**= *Having a negative opinion about someone before getting to know them.*
Week 4	**Week 5**	**Week 6**
<u>6 aims of punishment</u> 1. Protection – to protect the public 2. Retribution – revenge! 3. Reformation – to change their ways 4. Deterrence – to put them off doing it again 5. Reparation – to repair the damage 6. Vindication – to uphold the rule of law	**Sin=** a religious offence; an immoral act considered to be a transgression (something that goes against) divine law. **Free Will=** The idea that humans have the freedom to make choices, without divine restriction **Consequences=** Consequences are what happen after you do something, as a result of your actions.	**Death Penalty=** capital punishment, a form of punishment in which a person is put to death for a crime. **Corporal punishment**= is any punishment that inflicts physical harm on the offender but is not fatal. **Methods of execution**= Firing squad, gas, hanging, electrocution, lethal injection *Masters of Recall*

Subject: ART | Topic: Mythological Creatures and Gargoyles | YEAR 9 HALF TERM 2

Week 1: Research and Inspiration	Week 2: Research and Presentation	Week 3: Surface effects
Mythology : A collection of traditional stories that explain beliefs, history, and supernatural events. Often involving Gods, Monsters, and Mythological Creatures. **Symbolism:** When an image, object, or feature represents a deeper meaning or idea. For example, Gargoyles often symbolise protection against evil. **Anthropomorphic:** Giving human characteristics or qualities to an animal or creature.	**Composition**: The arrangement of visual elements within an artwork **Juxtaposition**: Placing two contrasting elements next to each other to highlight their differences **Annotation**: Written notes added to artwork or research to explain ideas, techniques, observations, and artistic decisions.	**Tonal variation:** The different levels of lightness and darkness in an artwork, to create depth and interest. **Texture:** The surface quality of an object, which can be either actual (tactile), or implied (visual). A tactile surface you can touch to find out the texture, an implied textured surface has been made to look like that texture. **Distressed:** Deliberately making a surface look aged, worn, or weathered. Coffee staining and creating rips can make this effect on paper.
Week 4: Watercolour Techniques	**Week 5: Observational Drawing**	**Week 6: Sculpture**
Translucency: When light passes through a material, allowing underlying layers or surfaces to remain visible. **Layering**: Building up multiple applications of colour or paint to create depth, richness, and detail. **Pigment**: The coloured material within paint that gives it it's colour.	**Hatching**: A drawing technique using parallel lines to create tone and depth. The closer the lines are together the darker the tone will be. **Cross-hatching:** A drawing technique using intersecting lines to create tone and depth. **Form**: The three-dimensional quality of an object, created using light, shadow, and building of tone and shape.	**Relief**: A sculptural technique where forms project from a flat background or surface. **Modelling**: Shaping or manipulating a material to create a three-dimensional form. **Joining**: The process of connecting separate pieces of clay together securely to create a stable three-dimensional sculpture. Techniques such as ***scoring*** and using ***slip*** help the pieces bond together.

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Subject: Drama | Topic: Blood Brothers | YEAR 9 TERM 2&3

Week 1-3	Week 4	Week 5 & 6	
Reading and Understanding the play **Historical Context:** Class and Politics **Social Context:** Education and Oppurtunity **Cultural Context**: Superstition, Nature V Nurture, Gender Roles	**Marking the Moment:** a technique used to highlight a significant scene in a performance. It ensures the audience's attention is drawn to a pivotal event—such as a climax or turning point—so its impact is not lost. **Common ways to Mark the Moment:** Still Image / Freeze Frame Slow Motion Thought-Tracking Narration Sound and Lighting	**Themes Performance & Improvisation:** 1 – Social Class & Inequality 2 – Fate & Superstition 3 – Nature V Nurture 4 – Violence A Universal theme is one that transcends any time period, place or generation. It could happen to anyone, at any time and in any place.	
Week 7 & 8	**Week 9 & 10**	**Week 11 & 12**	**Week 13 & 14**
Script Delivery – The Ending (Assessment) Get to know your script and what it's about. You must also learn your lines. Rehearse your script adding: Characterisation Tone of voice (formal or informal) Facial expression and body language Pace (fast or slow or both) Movement around the stage Physical actions (stage directions) Add dramatic pauses to create tension	Hotseating & Off Text Scenes **Hotseat:** An explorative strategy that helps actors find out more about the character they are playing through open ended questions from a rehearsal peer. **Off Text Scene:** an improvised drama exercise where students explore a play by creating unscripted scenes. It focuses on events that happen before, after, or entirely "blind" to the original script. Why? **Builds Characterisation** **Explores Subtext** **Enhances Character Motivation**	**Script Delivery – Duos (Assessment)** Get to know your script and what it's about. You must also learn your lines. Rehearse your script adding: Characterisation Tone of voice (formal or informal) Facial expression and body language Pace (fast or slow or both) Movement around the stage Physical actions (stage directions) Add dramatic pauses to create tension	**Analysing & Evaluating:** What is professional about your performance? Are the 4 Basic performance skills consistently used? What needs more work? Are you changing Vocal skills to suit the character you play? Are you changing Physical skills to suit the character you play? Are you using all areas of the stage? Are distance and levels being used effectively (proxemics)?

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