Year 9

Term 2 Knowledge Organisers and Retrieval Quizzes

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Maths

Term 1 Knowledge Organiser

Topics: Fractions, Simplifying expressions, Working with brackets

Key Knowledge & Skills

1. **Four Operations with Fractions**
    - Add/subtract: same denominator or convert
    - Multiply: multiply numerators & denominators
    - Divide: multiply by reciprocal
    - Example: $\frac{3}{5} \div \frac{2}{3} = \frac{3}{5} \times \frac{3}{2} = \frac{9}{10}$
2. **Simplifying Expressions & Formulae**
    - Combine like terms: $5x + 3y - 2x = 3x + 3y$
    - Substitute values: $x = 2, y = 3 \Rightarrow 2x + y = 7$
    - Factorise simple expressions: $6x + 9 = 3(2x + 3)$
3. **Working with Brackets**
    - Single, double, triple brackets
    - Expand carefully, combine like terms after expansion
    - Example: $(x + 1)(x + 2)(x + 3) = x^3 + 6x^2 + 11x + 6$

Year 9 Term 1 Maths Knowledge Retrieval Quiz

Questions

1. Simplify: $\frac{2}{3} + \frac{1}{6}$
2. Simplify: $\frac{5}{8} - \frac{3}{8}$
3. Multiply: $\frac{3}{4} \times \frac{2}{5}$
4. Divide: $\frac{7}{8} \div \frac{1}{4}$
5. Add: $3\frac{1}{2} + 2\frac{3}{4}$
6. Subtract: $5\frac{2}{3} - 1\frac{5}{6}$
7. Expand: $(x + 3)(x + 5)$
8. Expand: $(2x - 1)(x + 4)$
9. Expand: $(x + 2)(x - 3)$
10. Simplify: $3a + 5a - 2$
11. Solve: $2x + 5 = 13$
12. Solve: $3y - 4 = 11$
13. Multiply: $2(x + 3)$
14. Multiply: $3x \cdot x^2$
15. Solve: $5x - 7 = 18$

Answers

1. $\frac{5}{6}$
2. $\frac{1}{4}$
3. $\frac{3}{10}$
4. $\frac{7}{2}$ or $3\frac{1}{2}$
5. $6\frac{1}{4}$
6. $3\frac{5}{6}$
7. $x^2 + 8x + 15$
8. $2x^2 + 7x - 4$
9. $x^2 - x - 6$
10. $8a - 2$
11. $x = 4$
12. $y = 5$
13. $2x + 6$
14. $3x^3$
15. $x = 5$

English

Year 9 Knowledge Organiser – Term 1

Focus: ***'A Kestrel for a Knave' • Social Commentary • Class and Aspiration • Whole-Text Analysis***

Key Knowledge

- Understand the historical context of 1960s Britain—class division and limited opportunities.
- Recognise how Billy's relationship with Kes symbolises freedom and hope.
- Identify how Hines criticises poverty, education, and social hierarchy.
- Explore the idea of disempowerment through setting and characterisation.
- Apply analytical writing across an entire text (beginning, middle, end).
- Consider the novel as commentary on social injustice.

Key Skills

- **Whole-Text Analysis:** Link themes and motifs throughout.
- **Contextual Understanding:** Connect text to post-war Britain.
- **Analytical Writing:** Build arguments using evidence and evaluation.
- **Empathy & Interpretation:** Explore character motivation.
- **Comparative Thinking:** Relate to other social-realist works.

Key Vocabulary

Social Mobility | Class | Disempowerment | Aspiration | Symbolism | Freedom | Setting | Characterisation | Inequality | Realism | Commentary | Context

Retrieval & Reflection

1. What does Billy's kestrel represent?
2. How does school life reflect class inequality?
3. Define "social mobility."
4. How does Hines use setting to comment on society?
5. What is meant by "whole-text analysis"?
6. Give one example of how language shows disempowerment.
7. Why is Kes important symbolically?

Year 9 Term 1 English Knowledge Retrieval Quiz

Focus: *'A Kestrel for a Knave' & Social Commentary*

1. Who is the main character in *A Kestrel for a Knave*?
2. What does the kestrel symbolize?
3. Define "social mobility".
4. How does the novel show disempowerment?
5. Name one social issue explored in the book.
6. How does the school setting reflect class inequality?
7. What is the importance of the relationship between Billy and the kestrel?
8. How can language show a character's aspiration?
9. Define "whole-text analysis".
10. Give one example of realism in the novel.
11. How does poverty affect Billy's life choices?
12. What is the role of context in understanding the novel?
13. Name a method used to highlight social commentary.
14. How can you evaluate character motivation?
15. Why might the novel still be relevant today?

Answers – Year 9 English Retrieval Quiz

1. Billy
2. Freedom / hope / aspiration
3. The ability to move between social classes
4. Through lack of opportunity, poor education, poverty
5. Poverty / class inequality / lack of opportunity
6. Shows limited resources, strict rules, and teacher attitudes
7. Symbolises personal growth and escape from limitations
8. Through dialogue, thoughts, or inner monologue
9. Analysing themes, characters, and techniques across the entire text
10. Realistic depiction of working-class life
11. Limits opportunities and causes frustration / anger
12. Helps explain characters' behaviour and themes
13. Symbolism, narrative focus, characterisation
14. Consider actions, dialogue, and context
15. Themes of inequality and ambition are still relevant

Sports & Health

Year 9 Knowledge Organiser – Term 1

Focus: Creating Space • Footwork & Anticipation • Maintaining Possession / Avoiding Defence • Netball / Rugby

Key Knowledge

- Recap how to create and use space effectively in competitive settings.
- Understand **footwork rules** in netball and correct movement in rugby to avoid contact or offside.
- Explore the role of **anticipation** — predicting opponents' moves to gain an advantage.
- Maintain possession through accurate passing and quick decision-making under pressure.
- Learn how to apply more advanced attacking and defending strategies.
- Apply tactical awareness in modified and full versions of the games.

Key Skills

- **Anticipation:** Reading body language and predicting play.
- **Advanced Passing:** Using appropriate passes based on distance and pressure.
- **Evasion Techniques:** Feints, sidesteps, and quick pivots.
- **Defensive Strategy:** Tracking players, cutting off passing lanes.
- **Team Coordination:** Combining communication with movement.
- **Leadership:** Taking responsibility and supporting others during play.

Key Vocabulary

- Anticipation | Footwork | Tactical Awareness | Feint | Evasion | Timing | Defence | Interception | Reaction | Balance | Coordination | Awareness

Retrieval & Reflection

1. How does anticipation improve your effectiveness as a player?
2. Explain how good footwork can prevent losing possession.
3. What are two ways to evade a defender?
4. Why is communication vital in high-pressure moments?
5. Describe one attacking and one defensive tactic you've used.
6. How do you show leadership within a team?

Year 9 Term 1 Sports and Health Knowledge Retrieval Quiz

1. Define “anticipation.”
2. How does good footwork prevent losing possession?
3. Give one method to avoid a defender.
4. What is tactical awareness?
5. When should you use a feint?
6. Why is communication vital?
7. How does balance help when changing direction?
8. Name one advanced passing skill.
9. Why is timing important in attack?
10. What does “reading the game” mean?
11. What is the difference between marking a player and marking space?
12. How does anticipation help defence?
13. Give one leadership quality shown in sport.
14. What can cause loss of possession?
15. What does “evasion” mean?

Answers

1. Predicting what will happen next.
2. Prevents stepping and turnovers.
3. Sidestep, spin, or dodge.
4. Knowing what to do in different game situations.
5. To trick an opponent.
6. Keeps team organised and efficient.
7. Helps maintain control when pivoting.
8. Overhead or one-handed pass.
9. Ensures passes arrive at right moment.
10. Observing and predicting play.
11. Player = follow opponent; space = guard area.
12. Allows early movement to intercept.
13. Encouragement, responsibility, example.
14. Poor control, inaccurate pass, bad timing.
15. Avoiding or escaping a defender.

French

Year 9 Term 1 – French Knowledge Organiser

Theme: Common French Festivals

Grammar & Key Structures

- ER/IR verbs – present tense
- Vouloir – present tense
- Articles: du, de la, de l', des
- Perfect tense (passé composé) – first person singular
- Near future (futur proche) → Je vais visiter

Extra Vocabulary

French	**English**
Noël	Christmas
Pâques	Easter
Le Nouvel An	New Year
La fête nationale	National holiday
Les feux d'artifice	Fireworks
Je veux	I want
Je vais…	I am going to…
Cadeau	Present
Chocolat	Chocolate
Musique	Music
Danser	To dance

Key Skills

- Talk about festivals and traditions
- Use present, perfect, and near future tenses
- Express preferences and plans

- Apply gender and adjective agreement

Year 9 French Term 1 – French Knowledge Retrieval Quiz

Theme: Common French Festivals

1. Translate: "Christmas"
2. Translate: "Easter"
3. Translate: "National holiday"
4. Translate: "fireworks"
5. Write French for "I want"
6. Write French for "I am going to visit"
7. Conjugate **vouloir** for "je"
8. Conjugate **vouloir** for "il/elle"
9. Translate: "present" (gift)
10. Translate: "music"
11. Translate: "to dance"
12. Form near future for: "I am going to dance"
13. Articles: choose the correct one for "… chocolat"
14. Translate: "I am going to the festival"
15. Translate: "I went to the festival"

Answers:

1. Noël
2. Pâques
3. La fête nationale
4. Les feux d'artifice
5. Je veux
6. Je vais visiter
7. Je veux
8. Il/Elle veut
9. Cadeau
10. Musique
11. Danser
12. Je vais danser
13. Du
14. Je vais au festival
15. Je suis allé(e) au festival

Spanish

Year 9 Term 1 – Spanish Knowledge Organiser

Theme: Technology & Hobbies

Grammar & Key Structures

- AR/ER/IR verbs – present tense
- Past tense (preterite) – AR/ER/IR verbs, hacer, ir/ser
- Adjectives – agreement & position
- Articles – el/la/los/las
- Comparisons: más … que / menos … que

Extra Vocabulary

Spanish	**English**
La tecnología	Technology
El ordenador	Computer
El móvil	Mobile phone
Jugar a los videojuegos	To play video games
Escuchar música	To listen to music
Comparar	To compare
Más…que	More…than
Menos…que	Less…than
Interesante	Interesting
Aburrido / Aburrida	Boring

Key Skills

- Talk about hobbies and technology use
- Describe frequency, likes/dislikes
- Make comparisons
- Use multiple tenses (present and preterite)

Year 9 Term 1 – Spanish Knowledge Retrieval Quiz 1

Theme: Technology & Hobbies

1. Translate: "technology"
2. Translate: "computer"
3. Translate: "mobile phone"
4. Translate: "to play video games"
5. Translate: "to listen to music"
6. Conjugate **hacer** (pret.) for "yo"
7. Conjugate **ir** (pret.) for "él"
8. Conjugate **ser** (pret.) for "ella"
9. Translate: "interesting"
10. Translate: "boring"
11. Translate: "more … than"
12. Translate: "less … than"
13. Write Spanish for "I play football"
14. Write Spanish for "I like reading"
15. Translate: "computer games"

Answers:

1. La tecnología
2. El ordenador
3. El móvil
4. Jugar a los videojuegos
5. Escuchar música
6. Hice
7. Fue
8. Fue
9. Interesante
10. Aburrido / Aburrida
11. Más … que
12. Menos … que
13. Juego al fútbol
14. Me gusta leer
15. Los videojuegos

Geography

Year 9 Term 1 – Geography Knowledge Organiser

Key Knowledge & Skills

Climate Change:

- **Definition:** Long-term changes in global weather patterns; caused by natural and human factors.
- **Natural Causes:** Volcanic eruptions, solar cycles, orbital changes (Milankovitch cycles).
- **Human Causes:** Burning fossil fuels, deforestation, industrial emissions.
- **Effects:** Sea-level rise, melting ice caps, extreme weather, biodiversity loss.
- **Evidence:** Temperature records, ice cores, sea-level monitoring.
- **Mitigation vs Adaptation:** Reducing causes (mitigation) vs adjusting to effects (adaptation).

Climatic Hazards – Tropical Storms:

- **Formation:** Warm water (>27°C), low pressure, rotation due to Coriolis effect.
- **Atmospheric Circulation:** Movement of air between equator and poles; Hadley, Ferrel, Polar cells.
- **Why it rains:** Evaporation, condensation, cloud formation, precipitation.
- **Case Study – Typhoon Haiyan:** Causes (warm ocean, low pressure), effects (flooding, damage, deaths), responses (aid, reconstruction, preparedness).
- **Assessment Prep:** Apply knowledge to exam questions using examples.

Key Vocabulary & Examples

- Greenhouse gases, carbon footprint, climate change, global warming
- Mitigation, adaptation, renewable energy
- Tropical storm, cyclone, typhoon, hurricane, storm surge
- Atmospheric cells, low/high pressure, trade winds
- Precipitation, evaporation, condensation, flooding

Year 9 Term 1 Geography Knowledge Retrieval Quiz

Topic: Climate Change & Climatic Hazards

Questions

1. Define climate change.
2. Name two natural causes of climate change.
3. Name two human causes of climate change.
4. What is global warming?
5. Give one effect of climate change.
6. Give one piece of evidence for climate change.
7. What is the difference between mitigation and adaptation?
8. What temperature is needed for tropical storm formation?
9. What is a tropical storm called in Asia?
10. Name the three atmospheric circulation cells.
11. What causes rain?
12. What is a storm surge?
13. What was the name of the typhoon used as a case study?
14. Give one effect of Typhoon Haiyan.
15. Name one response to Typhoon Haiyan.

Answers

1. Long-term change in global weather patterns.
2. Volcanic eruptions, solar cycles/orbital changes.
3. Burning fossil fuels, deforestation, industrial emissions.
4. Increase in Earth's average temperature due to greenhouse gases.
5. Sea-level rise, extreme weather, melting glaciers.
6. Temperature records, ice cores, sea-level measurements.
7. Mitigation = reducing causes; Adaptation = adjusting to effects.
8. Above 27°C.
9. Typhoon.
10. Hadley, Ferrel, Polar cells.
11. Evaporation → condensation → cloud formation → precipitation.
12. Sudden rise in sea level during a storm.
13. Typhoon Haiyan.
14. Flooding, destruction, deaths, homelessness.
15. Aid, reconstruction, emergency response, disaster planning.

History

Year 9 Term 1 Knowledge Organiser

Topic: WW1 & The Forgotten Soldiers

Key Knowledge

Causes of WW1:

- Long-term: Militarism, Alliances, Imperialism, Nationalism (MAIN).
- Short-term: Assassination of Archduke Franz Ferdinand.

Recruitment & Life on Western Front:

- Propaganda, volunteering, conscription.
- Trenches: mud, disease, rats, lice.
- No Man's Land dangerous; chemical weapons used.

Forgotten Soldiers:

- Indian, Algerian, and colonial soldiers fought for Britain.
- Often overlooked in history books.

Weapons of WW1:

- Rifles, machine guns, tanks, gas, artillery.

Battle of the Somme (1916):

- 57,000 British casualties on day one.
- Symbol of futility and scale of war.

Other Contributions:

- Mike & Mountain men – logistical support, transport, communication.

End of WW1:

- Armistice 11th Nov 1918.
- Treaty of Versailles 1919 shaped post-war Europe.

Skills

- Source analysis of propaganda.
- Explaining cause & effect.

- Empathy: understanding soldiers’ experiences.

Year 9 Term 1 History Knowledge Retrieval Quiz

1. Name one long-term cause of WW1.
2. What was the short-term cause of WW1?
3. How did governments recruit soldiers?
4. Describe one challenge of trench life.
5. Name one weapon used in WW1.
6. Who were the forgotten soldiers?
7. Why was the Battle of the Somme significant?
8. When did WW1 end?
9. What was No Man's Land?
10. Name one country soldiers came from other than Britain.
11. What was propaganda used for?
12. Give one reason the Western Front was dangerous.
13. Name one effect of WW1 on society.
14. How did colonial soldiers contribute to the war effort?
15. Name one logistical support group in WW1.

Answers – Year 9

1. Militarism / Alliances / Imperialism / Nationalism
2. Assassination of Archduke Franz Ferdinand
3. Propaganda, volunteering, conscription
4. Mud, rats, lice, disease
5. Rifles, machine guns, tanks, gas, artillery
6. Indian, Algerian, colonial soldiers overlooked in history
7. High casualties, futility of war
8. 11th November 1918
9. Area between trenches
10. India, Algeria, Canada
11. Encourage recruitment / morale / support for war
12. Artillery, snipers, chemical weapons
13. Loss of life, social change, political change
14. Fought, built roads, carried supplies
15. Mike & the Mountain men

RE

Year 9 Term 1 Knowledge Organiser

Topic: Medical Ethics

Key Concepts:

- **Medical Ethics:** Moral questions about life, health, and medicine.
- **Sanctity of Life:** All life is valuable.

Key Knowledge/Skills:

1. **Transplants and Organ Donation:**
    - Types: heart, kidney, liver, cornea.
    - Ethical issues: consent, allocation, religion.
2. **Who Should Receive a Transplant?**
    - Considerations: urgency, age, lifestyle, fairness.
3. **Fertility and IVF (In Vitro Fertilisation):**
    - Assisted conception for infertile couples.
    - Ethical questions: embryo status, religion, cost.

Key Vocabulary:

- **Ethics** – Moral principles
- **Consent** – Permission given freely
- **IVF** – Fertility treatment outside the body
- **Sanctity of Life** – Life is sacred
- **Allocation** – Distribution of scarce resources

Extra Information:

- Religious views vary: some support organ donation, others have restrictions.
- Medical ethics encourages discussion of fairness, responsibility, and consequences.

Year 9 RE Term 1 Knowledge Retrieval Quiz 1

Topic: Medical Ethics

1. What does medical ethics study?
2. Give one example of a medical ethical issue.
3. Name a type of organ transplant.
4. Name another type of organ transplant.
5. What is consent?
6. What is the sanctity of life?
7. Who decides who receives an organ transplant?
8. What does IVF stand for?
9. Why might IVF be ethically debated?
10. What is an embryo?
11. Can religion affect medical ethics decisions?
12. Give one factor that might decide transplant allocation.
13. What principle is used to distribute scarce medical resources fairly?
14. Name one organ commonly transplanted.
15. Why is discussion important in medical ethics?

Answers:

1. Moral questions about life, health, and medicine
2. Organ transplants, IVF, euthanasia
3. Heart
4. Kidney (or liver, cornea)
5. Permission given freely
6. All life is sacred
7. Doctors/medical boards
8. In vitro fertilisation
9. Embryo status, religion, cost
10. Early stage of human development
11. Yes
12. Urgency, age, lifestyle
13. Fairness
14. Heart, kidney, liver, cornea
15. To consider consequences, fairness, and responsibilities

Performing Arts

Year 9 Term 1 Knowledge Organiser

Core Performing Skills

Skill Area	Description	Key Vocabulary
Performing Confidently	Consistently performing in front of an audience with confidence and focus.	Consistency, Stage presence, Assurance
Convincing & Realistic Character	Creating a character that is both believable and authentic through action, movement and voice.	Authentic, Naturalism, Believability
Range of Skills	Using a variety of physical and vocal skills to enhance performance.	Vocal control, Physical awareness
Challenging Character	Performing a role that requires a considered selection of skills suited to the genre and performance style.	Considered, Appropriate, Technical skill

Physical & Vocal Skills

Type	Skill	Description
Physical	**Gesture**	Movement of the body or limbs to express emotion or meaning.
	Posture	How an actor holds their body to show character.
	Facial Expression	Using the face to communicate emotion or thought.
	Movement / Gait	The way a character walks or moves.
	Use of Space	How an actor positions themselves on stage to show status, emotion, or relationships.
	Body Tension	The use of tightness or relaxation in the body to show mood or energy.
Vocal	**Pitch**	How high or low the voice sounds.

Type	Skill	Description
	Pace	The speed at which lines are delivered.
	Pause	A short break in speech for effect or tension.
	Tone of Voice	The emotion or attitude heard in speech.
	Volume	How loud or quiet the actor's voice is.
	Intonation	The rise and fall of the voice showing meaning or emotion.

Core Devising Skills

Skill Area	Description	Key Vocabulary
Understanding the Brief	Having a good understanding of what the performance task is asking for.	Context, Objective
Contributing Ideas	Sharing appropriate ideas that connect clearly to the brief and theme.	Collaboration, Initiative
Using Techniques/Styles	Applying a performance style or practitioner technique confidently and effectively.	Technique, Style, Genre
Active Role	Taking leadership, contributing regularly, and supporting group progress.	Leadership, Responsibility
Application of Skills	Consistently applying suitable physical and vocal skills to suit the style or theme.	Application, Consistency

Key Drama Theory

Concept	Definition
Oracy	The ability to communicate effectively through spoken language, divided into four strands: **Physical**, **Linguistic**, **Cognitive**, and **Social & Emotional**.
Metacognition	Awareness and understanding of your own thought processes.

Concept	Definition
Authentic Characterisation	Creating a believable, realistic character through actions and speech.
Extract	A section or short scene from a script.
Contrasting Examples	Two different performances of the same extract to show different interpretations.
Interpretation	Explaining or showing meaning in performance choices.
Context	The background or setting that influences a play or scene.
Content	What is being said or communicated in a performance.
Directorial Interpretation	The director's creative vision or influence on a performance.
Character Objective	What the character wants or is trying to achieve.
Sub-narrative	A smaller story that exists within the main story.
Climax	The point of highest tension or excitement in a performance.
Anti-climax	The sudden drop in tension after the climax.
Pace	The speed and rhythm of a performance.
Timing	Control over the rhythm and delivery of movement or speech.
Protagonist	The main character (often the hero) that drives the story.
Antagonist	The character or force that opposes the protagonist.
Character Arc	The journey or change a character experiences from beginning to end.
Plot Structure	The pattern or order of events that make up a story (beginning, middle, end).
Dramatic Tension	The build-up of suspense or anticipation.
Social Hierarchy	The ranking of people or characters by power or status.
Spontaneous Improvisation	Creating or performing without prior planning or rehearsal.

Concept	Definition
Capitalism	An economic system where private individuals own businesses, not the government.
Backstory	The background or history of a character.
Banished	When a character is sent away from a group or place as punishment.

Performing Arts

Term 1 Knowledge Retrieval Quiz 1

1. What are the four strands of **Oracy**?
2. What does **Metacognition** mean?
3. Define **Authentic Characterisation**.
4. What is a **Character Objective**?
5. Explain the difference between **Climax** and **Anti-climax**.
6. What does **Directorial Interpretation** refer to?
7. Who is the **Protagonist** in a story?
8. Who or what is the **Antagonist**?
9. What is a **Character Arc**?
10. Define **Dramatic Tension**.
11. What does **Spontaneous Improvisation** mean?
12. What is the meaning of **Social Hierarchy**?
13. How does an actor show a **realistic and convincing character**?
14. What does **Context** mean in drama?
15. Explain what **Pace** and **Timing** mean in a performance.

Answers:

1. The four strands of **Oracy** are **Physical**, **Linguistic**, **Cognitive**, and **Social & Emotional**.
2. **Metacognition** means being aware of and understanding your own thought processes.
3. **Authentic Characterisation** means creating a believable and realistic character through action, movement, and speech.
4. A **Character Objective** is what the character wants to achieve in a scene or play.
5. **Climax** is the point of highest tension; **Anti-climax** is when that tension suddenly drops.
6. **Directorial Interpretation** refers to how a director chooses to present or shape the meaning of a play.
7. The **Protagonist** is the main character or hero in a story.
8. The **Antagonist** is the character or force opposing the protagonist.
9. A **Character Arc** is the emotional or personal journey a character goes through from start to finish.
10. **Dramatic Tension** is the build-up of suspense or anticipation in a performance.
11. **Spontaneous Improvisation** means performing or creating something on the spot without rehearsal.
12. **Social Hierarchy** is the ranking of characters by importance, power, or status.
13. By using consistent **vocal**, **physical**, and **emotional** choices that make the character believable.
14. **Context** is the background or situation in which a scene or play takes place.
15. **Pace** is the speed of the performance; **Timing** is the control of movement and speech for dramatic effect.

Music

Year 9 Term 1 Knowledge Organiser

Core Skills (for YOU to Master)

Performing

- Use keyboards, guitar, drums, ensemble playing with increasing independence (e.g., playing in a band).
- Demonstrate reliable technique, accurate rhythms, correct pitches; play with others in time and balance.
- Use rehearsal and refining process (listen back, adjust, improve).
- Use musical elements (dynamics, tempo changes, texture, articulation) to shape your performance.

Composing

- Create pieces using technology or instruments: remixing, sampling, sequencing on software, arranging instrumentation.
- Use harmony (chords), tonality (major/minor/key), simple modulation, chord progressions.
- Experiment with structure: e.g., intro, verse, chorus, bridge, ending; variation, contrast.
- Apply musical devices: motif, ostinato, call & response, polyrhythm, syncopation.
- Link your composition to purpose or style (e.g., a protest song, film music scene, world music fusion).

Listening & Analysing

- Listen to and identify musical styles (e.g., world music, protest/hip-hop, film music, classical Romantic period).
- Understand and use musical vocabulary: e.g., syncopation, polyrhythm, pentatonic, texture, motif, leitmotif, diegetic/non-diegetic, ostinato.
- Analyse how musical elements create effect or meaning: how does rhythm create excitement? How does instrumentation create mood?
- Consider context: when and why music was composed, cultural influences, technology's role in modern music.

Key Terminology You MUST Know

- **Pentatonic** – a scale consisting of five notes (commonly used in world music).
- **Polyrhythm** – two or more rhythms played simultaneously that do not share the same beat alignment.
- **Syncopation** – emphasising unexpected beats or off beats, creating rhythmic interest.
- **Ostinato** – a repeated musical phrase or rhythm throughout part of a piece.

- **Call & Response** – a musical dialogue: one instrument or voice "calls", another "responds".
- **Fusion** – music that combines elements from different traditions or genres (e.g., world + pop).
- **Diegetic Music** – music that characters in a film or scene can hear (within the story).
- **Non-Diegetic Music** – music added for the audience (score/underscore) that characters do not hear.
- **Leitmotif** – a short musical idea associated with a character, place or idea.
- **Texture** – how many layers of sound there are and how they relate (monophonic, homophonic, polyphonic).
- **Tonality** – the key or scale organisation of a piece (major, minor, modal).
- **Harmony** – how chords or multiple notes are combined and support melody.
- **Structure/Form** – how music is organised (intro, verse, chorus, bridge; or binary, ternary; or through-composed).
- **Instrumentation** – which instruments or voices are used and how they are used.
- **Context** – the background: culture, historical period, purpose of the music, audience, style.

Topic Examples & What to Focus On

- **World Music / Fusion**: Explore instruments, rhythms, scales from different cultures; study fusion with western styles.
- **Protest Songs & Popular Music**: Understand lyrics, message, genre traits (e.g., punk rock, rap, hip-hop), use of instrumentation and production.
- **Film Music / Musicals**: Understand how film composers use leitmotifs, diegetic vs non-diegetic, instrumentation to create mood.
- **Classical: Romantic Period / Remixing**: Learn about harmony, tonality, extended chords, emotional expression; compose or remix using DAW.
- **Band / Ensemble Work**: Form a band, rehearse, perform a pop/rock piece, apply skills in rhythm, tempo, dynamics, ensemble balance.
- **Composition & Technology**: Use sequencing software to compose/remix, apply your theory knowledge (harmony, structure) and production choices.

What You Should Be Doing Right Now

- Practice your instrument regularly: focus on ensemble playing, accuracy and rehearsal routines.
- Compose short pieces: experiment with chords, structure, texture; refine them and get feedback.
- Listen widely: explore different styles (world music, protest songs, film scores) and try to pick out devices and instruments.
- Learn the vocabulary: make flash-cards of the terms above and quiz yourself weekly.
- Link your work to purpose and style: when you perform or compose, ask yourself "why am I doing this? What effect do I want?"
- Review your progress: after performance or rehearsal, write what went well, what you will improve, and how you will do it.

- Be prepared for assessment: You will be assessed on performing, composing and listening/analysis. Your knowledge of musical elements and styles is essential.

Music

Term 1 Knowledge Retrieval Quiz 1

1. What is a **pentatonic scale**?
2. Define **polyrhythm**.
3. What is **syncopation**?
4. Explain what **call & response** means in music.
5. What does **fusion music** refer to?
6. What is the difference between **diegetic** and **non-diegetic music** in film?
7. What is a **leitmotif**?
8. Define **texture** in music and give an example.
9. What does **tonality** refer to in music?
10. What is **harmony** and how does it support melody?
11. Name three musical **devices** you might use in a composition at Year 9 level.
12. What does **instrumentation** mean?
13. Why is **context** important when studying a piece of music?
14. What sections might you find in a song's **structure/form**?
15. In world music or ensemble work, what does **ensemble balance** and **rehearsal routine** mean for you as a performer?

Answers:

1. A **pentatonic scale** is a scale of five notes (for example the black keys on piano form a pentatonic scale) often used in many world-music traditions.
2. A **polyrhythm** is when two or more rhythms are played at the same time and don't align in the same beat pattern, creating layered rhythm.
3. **Syncopation** is emphasising an off-beat or weaker beat in a bar, or placing the accent where you'd least expect it, creating rhythmic interest.
4. **Call & response** is a musical pattern where one instrument or voice makes a "call" and another instrument/voice answers ("response").
5. **Fusion music** refers to a musical style that blends elements from different genres or traditions, for example a western pop band using African rhythms or Indian instruments.
6. **Diegetic music** is music that characters in a film/scene can hear (e.g., a radio in the film); **non-diegetic music** (or background/underscore) is added for the audience's experience and the characters don't hear it.
7. A **leitmotif** is a short recurring musical idea (a melody, rhythm or chord sequence) associated with a character, place or idea in music or film.
8. **Texture** in music describes how many layers (melody, harmony, accompaniment) are heard and how they relate. Example: monophonic (single melody), homophonic (melody + accompaniment), polyphonic (multiple independent melodies).
9. **Tonality** refers to the key or scale a piece is in (major, minor or modal) and how it is organised around a tonic note.
10. **Harmony** is the combination of simultaneously sounded musical notes to support or complement the melody — chords, accompaniment, background lines.
11. Three musical **devices** at Year 9 level could include ostinato (repeated phrase), motif (short idea), augmentation/diminution (lengthening/shortening a theme), sequence (repeating a phrase at a different pitch).
12. **Instrumentation** refers to the instruments or voices used in a piece of music and how they are used (which instrument plays which part, their timbre, their role).
13. **Context** is important because it helps you understand why the music was made, what influences (culture, history, technology) affected it, and how that affects the music's style or features.
14. A song's **structure/form** might include parts like intro, verse, chorus, bridge, outro; or forms like binary (AB), ternary (ABA), through-composed (no repeating section) etc.
15. **Ensemble balance** means as a performer you must listen to other musicians, keep your volume and part appropriate so the group sounds united; a good **rehearsal routine** means regular practice, checking tempi, dynamics, entrances/exits, refining mistakes, recording and reviewing your work.

Art

Term 1 Knowledge Organiser

Terms 1–3: Powerful Protest

Big Idea

You will explore how artists use **visual language** to express strong beliefs, influence others, or inspire social change. You will experiment with **collage, stencils, repetition, and motifs** to create protest artwork with a clear message. You will also investigate how **propaganda** uses persuasive images and language to shape opinions.

Key Knowledge

Protest Art & Activism

- **Protest art**: Artwork created to highlight an issue, challenge injustice, or promote change.
- **Activism**: Taking action to support a cause or oppose something you believe is wrong.
- Protest artists often focus on:
    - Human rights
    - Equality
    - Environment
    - Social justice
- The **purpose** of protest art is to communicate a clear **message**.

Visual Language

Artists use visual elements to make ideas powerful:

- **Contrast**: Strong differences (light/dark, big/small) to grab attention.
- **Typography**: The style and arrangement of text—important for slogans.
- **Iconography**: Recognisable symbols or images linked to a theme (e.g., peace signs, fists).
- **Motifs**: Repeated images or symbols to emphasise meaning and unity.

Materials & Techniques

- **Collage**: Combining cut images, text, and textures to create meaning.

- **Montage**: A type of collage combining images to create a layered message.
- **Stencils**: Shapes cut out to create repeated, bold images—popular in street art.
- **Repeated motifs**: Reinforce the message and create visual rhythm.

Propaganda

- **Propaganda** uses persuasive language and imagery to influence public opinion.
- Often used by governments, organisations, or movements.
- Techniques in propaganda:
    - Strong emotion
    - Simple slogans
    - Clear, bold shapes
    - Memorable symbols

Street Art

- Often seen in public places.
- Used for protest, activism, or community voice.
- Artists like Banksy use stencils and satire to comment on society.

Key Vocabulary

protest • activism • propaganda • slogan • typography • montage • message • iconography • contrast • street art • collage • purpose • motif

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Art Knowledge Retrieval Quiz

1. What is protest art?
2. What does activism mean?
3. What is the main purpose of protest artwork?
4. What is a slogan?
5. What does typography refer to?
6. What is iconography?
7. Why do artists use contrast?
8. What is a motif?
9. What is collage?
10. How is montage different from simple collage?
11. Why are stencils useful in protest and street art?
12. What is propaganda?
13. Name one technique propaganda often uses.
14. Which well-known art form often uses bold designs and public walls to share protest messages?
15. Why might an artist repeat images in their design?

Answers

1. Artwork created to highlight issues, express beliefs, or promote change.
2. Taking action to support a cause or oppose something wrong.
3. To communicate a strong, clear message.
4. A short, memorable phrase used to express an idea or belief.
5. The style and arrangement of text.
6. The use of recognisable symbols linked to themes or ideas.
7. To attract attention and make the message stand out.
8. A repeated symbol or image used to emphasise meaning.
9. Combining cut images, text, and materials to create new meaning.
10. Montage uses layered images more deliberately to build a complex message.
11. They create bold, repeatable images quickly and clearly.
12. Persuasive visuals or language used to influence opinions.
13. Simple slogans, strong emotion, bold shapes, or memorable symbols.
14. Street art.
15. To reinforce the message and create visual rhythm or impact.

Food Technology

Term 1 Knowledge Organiser

Terms 1 & 4: Global Classics – Red Lentil Dhal & Jerk Chicken with Rice & Peas

Big Idea

You will learn to prepare savoury dishes from around the world using different cooking methods such as **boiling, frying, simmering, and oven roasting**. You will explore how **spices, marinades, and pulse-based ingredients** build flavour in dishes like **Red Lentil Dhal** and **Jerk Chicken**. You will also discover how cultural foods connect to **tradition, identity, beliefs, and history**.

Key Knowledge

Global Cuisine & Culture

- Global dishes reflect the **history, traditions, and beliefs** of the people who created them.
- **Red Lentil Dhal** is a traditional South Asian dish made with pulses, spices, and slow simmering.
- **Jerk Chicken** is a Jamaican classic featuring a spicy marinade and oven roasting.
- Learning global classics helps widen cultural understanding and appreciation.

Ingredients & Flavour

- **Pulse**: Edible seeds such as lentils, beans, and peas; used for protein and texture in dhal.
- **Spice blend**: A mixture of ground spices (e.g., turmeric, cumin, coriander for dhal; allspice, chilli, ginger for jerk seasoning).
- **Marinade**: A mixture of spices, liquids, and seasonings used to soak and flavour food before cooking; essential for jerk chicken.
- Spices and marinades add depth, aroma, colour, and authenticity.

Cooking Methods

- **Boiling**: Cooking food fully in bubbling water.
- **Simmering**: Gentle cooking just below boiling—ideal for dhal to soften lentils without burning.

- **Frying**: Cooking ingredients in a small amount of oil to develop flavour (e.g., frying spices or vegetables).
- **Oven roasting**: Cooking food in the oven at a high, dry heat; helps form a crisp, flavourful coating on jerk chicken.

Authenticity in Food

- **Authentic** cooking means respecting traditional ingredients, spices, and methods.
- While adaptations may be made, the goal is to retain the cultural spirit and flavour profile of the dish.

Key Vocabulary

marinade • pulse • simmer • spice blend • oven roast • authentic

Food Technology Knowledge Retrieval Quiz

1. What is a pulse?
2. Why are pulses used in dishes like dhal?
3. What does simmering mean?
4. Why is simmering important when making dhal?
5. What is a marinade?
6. Why is marinade essential for jerk chicken?
7. What is a spice blend?
8. Name one spice commonly used in dhal.
9. Name one ingredient commonly used in jerk seasoning.
10. What does oven roasting do to food?
11. What does authentic mean in cooking?
12. Why do cultural dishes matter in food technology?
13. What cooking method is used to soften lentils?
14. Why do chefs fry spices before adding other ingredients?
15. Which two global cuisines are explored through dhal and jerk chicken?

Answers

1. A pulse is an edible seed such as lentils, beans, or peas.
2. They add protein, texture, and nutrition.
3. Cooking food gently just below boiling point.
4. It softens the lentils slowly without burning and helps flavours develop.
5. A mixture of spices, liquids, and seasonings used to flavour food before cooking.
6. It adds strong flavour and helps tenderise the chicken.
7. A mixture of ground spices used to flavour a dish.
8. Examples: turmeric, cumin, coriander.
9. Examples: allspice, scotch bonnet chilli, ginger, thyme.
10. It cooks food with dry heat, creating a crisp, flavourful surface.
11. Respecting and keeping traditional ingredients and methods.
12. They teach us about different cultures, beliefs, and histories through food.
13. Simmering.
14. To release their aroma and deepen the flavour.
15. South Asian and Jamaican cuisines.

Product Design

Term 1 Knowledge Organiser

Terms 1–2 / Terms 4–5: Project 1 – Jewellery

Big Idea

You will explore how **cultural patterns** and research can inspire creative jewellery designs. You will learn to use **CAD software** (SculptGL and Tinkercad) to create 3D models, then make **clay moulds** and cast them in **pewter** safely. You will also develop practical skills in **filing and polishing** to improve the aesthetic, form, and symmetry of your jewellery.

Key Knowledge

Cultural Inspiration

- Cultural patterns and designs from around the world can inspire jewellery.
- Research should be **respectful**: understand meaning, avoid copying sacred designs, and give credit where needed.
- Consider **form, symmetry, and aesthetic** to ensure the design is visually pleasing and functional.

CAD Design

- **CAD** (Computer-Aided Design) software allows precise creation of 3D designs.
- **SculptGL** and **Tinkercad** are tools used to model jewellery digitally.
- Advantages of CAD:
    - Test design virtually
    - Adjust size and symmetry
    - Prepare files for 3D printing or mould-making

Casting Process

- **Pewter**: A safe, low-melting-point alloy used for jewellery casting.
- **Casting**: Pouring molten pewter into a mould to create a solid object.
- **Moulds**: Created from clay or plaster to shape the cast item.
- Steps:
    1. Create a clay or plaster mould from the CAD model or original design.
    2. Melt pewter safely using appropriate equipment.
    3. Pour pewter into mould and allow to cool.

Finishing Techniques

- **Filing**: Removes excess material and smooths edges.
- **Polishing**: Makes the surface shiny and improves aesthetic appeal.
- Both processes affect **form, symmetry, and finish**.
- **Safety** is essential: wear gloves, goggles, and work in a well-ventilated area.

Key Vocabulary

Pewter • Alloy • Casting • Mould • Clay • Plaster • CAD • SculptGL • Tinkercad • Design • Pattern • Form • Aesthetic • Symmetry • Finish • Polish • File • Safety • Culture • Inspiration

Product Design Knowledge Retrieval Quiz

1. What is pewter?
2. What is an alloy?
3. What does casting involve?
4. What is the purpose of a mould?
5. Why is clay or plaster used in jewellery making?
6. Name two CAD programs used for jewellery design.
7. Why is CAD useful in jewellery design?
8. What should you consider when using cultural patterns for inspiration?
9. What does form refer to in jewellery design?
10. What does aesthetic mean?
11. Why is symmetry important in jewellery?
12. What is filing used for?
13. What is polishing used for?
14. Name one safety precaution when casting pewter.
15. How does research influence your jewellery design?

Answers

1. A low-melting-point metal used for jewellery casting.
2. A mixture of metals combined to improve properties.
3. Pouring molten metal into a mould to create a solid object.
4. To shape the molten metal into the desired form.
5. They are easy to shape and can withstand casting processes.
6. SculptGL and Tinkercad.
7. To create precise 3D models, adjust size/symmetry, and test designs virtually.
8. Use it respectfully, avoid copying sacred designs, and understand its meaning.
9. The 3D shape and structure of the jewellery.
10. How visually pleasing or attractive the design looks.
11. Ensures balance, visual appeal, and comfort in wear.
12. To remove excess material and smooth edges.
13. To make the surface shiny and improve appearance.
14. Wear gloves and goggles, and work in a ventilated space.
15. It provides inspiration, ideas, and helps create culturally informed designs.