

YEAR 9 CYCLE 1 ART

Cycle 1: Year 9 FINE ART

Unit 1: FOUNDATION

Compulsory weekly homework: (grade 4+) – you must spend a minimum of 1 hour per week completing the work you have started in lesson.

Stretch and Challenge: (grade 6+) – once you have completed the compulsory homework, complete the stretch and challenge tasks – or tasks similar and relevant to the weeks focus. Complete these tasks with flare and dedication, talking regularly to your teacher.

Unless stated, images used have been sourced from the internet

WEEK 1: HANDS – Observational drawing

Compulsory HW: (grade 4+)

1. Buy a sketchbook – A3 on MICAS
2. Complete your pencil observational of your hand.

Stretch and Challenge: (grade 6+)

3. Take 6 quality photos of your hand in different positions and print them out (you can do this at school or order them from 'Free Print' or print at Boots etc.)



WEEK 2: HANDS – TONE, MARK-MAKING and FORM

Compulsory HW: (grade 4+)

1. Complete your BIRO and COLOUR PENCIL hand studies.

Stretch and Challenge: (grade 6+)

2. Select three of your photos (or draw from life) and complete 3 x 20-minute studies. Use your choice of drawing media.



WEEK 3: HANDS – Egon Schiele, LINE

Compulsory HW: (grade 4+)

1. Complete your Egon Schiele inspire line drawings.

Stretch and Challenge: (grade 6+)

2. Research Egon Schiele and record what you find most interesting about his work.
3. Complete a PERSONAL RESPONSE to LINE work and Egon Schiele – be creatively original.



WEEK 4: HANDS – Present and annotate

Compulsory HW: (grade 4+)

1. Complete the presentation of your pages and all annotations.

Stretch and Challenge: (grades 6+)

2. Select from the photos, media and techniques that you have used and produce a final outcome. It must be completed outside of your book and can be as big as



Photo of GCSE work

WEEK 5: SHELLS – observational drawing

Compulsory HW: (grade 4+)

1. Complete your pencil study.

Stretch and Challenge: (grade 6+)

2. Take 6 interesting photos of shells (or other natural forms) and print them out.
3. Complete another tonal study – focus on the area you find most interesting.



Week 6: SHELLS – media and techniques

Compulsory HW: (grade 4+)

1. Complete all experimental studies.

Stretch and Challenge: (grade 6+)

2. Create another double page of experimental studies. Choose whichever media and technique you want to for this. Make sure your work shows your interests and intentions.



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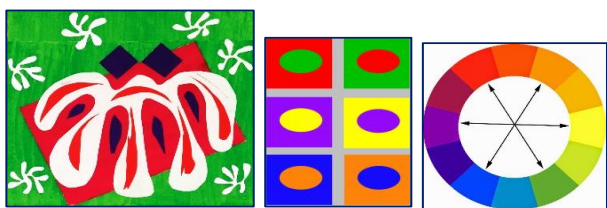
WEEK 7: SHELLS – Matisse, COLOUR and SHAPE

Compulsory HW: (grade 4+)

1. Complete your Matisse style Cut-outs.

Stretch and Challenge: (grade 6+)

2. Research Henri Matisse and record what you find most interesting about his work.
3. Complete a personal response to Matisse using SHAPE and COLOUR as your key elements. Make it creatively original.



WEEK 8: SHELLS – Present and annotate

Compulsory HW: (grade 4+)

1. Complete the presentation of your pages and all annotations.

Stretch and Challenge: (grade 6+)

2. Select from the photos, media and techniques that you have used and produce a final outcome. It must be completed outside of your book and can be as big as you like.



Photo of GCSE work

WEEK 9: BUGS N BEASTIES, Grid method

Compulsory HW: (grade 4+)

1. Complete your gridded drawing.

Stretch and Challenge: (grade 6+)

2. Take 6 interesting photos of bugs n beasties (you could go to RAMM) and print them.
3. Complete a range of studies from your photos – your choice of media and technique – get creative!



WEEK 10: BUGS N BEASTIES – Rosalind Monks

Compulsory HW: (grade 4+)

1. Complete your Rosalind Monks inspired 'intricate insect' designs.

Stretch and Challenge: (grades 6+)

2. Produce an experimental background.
3. Test out one of your design ideas on to your experimental background.



Photo of GCSE work

WEEK 11: BUGS N BEASTIES – intricate PATTERN

Compulsory HW: (grade 4+)

1. Complete your 'intricate insect' outcome.

Stretch and Challenge: (grade 6+)

2. Select from the photos, media and techniques that you have used and produce a final outcome. It must be completed outside of your book and can be as big as you like.



Week 12: BUGS N BEASTIES – Present and annotate

This week is your project deadline.

Compulsory tasks: (grade 4+)

1. Use these lessons to catch up.

Stretch and Challenge tasks: (grade 6+)

2. Look back through your sketchbook and select your best/favourite work.
3. Produce a final outcome based off of this work. Use any combination of media, techniques and processes that you want to.



Photo of GCSE work

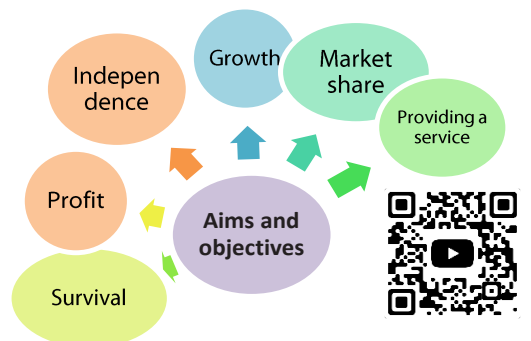


YEAR 9 CYCLE 1 BUSINESS

Knowledge Organiser

Business objectives: are what the business wants to achieve.

1 Business Aims and Objectives



Aims can be financial and non financial (profit or ethical)
 As businesses evolve their objectives may change.
Initially: the aim may be to simply survive.
Later: the aim may be to increase profit or market share.
 The objectives will also depend on the type of business ownership (i.e. sole trader or limited company).
 Objective are often SMART (Specific/ Measurable/achievable/Realistic and Timely).

- Survival**
The business can pay its costs but has nothing left.
- Profit**
The difference between revenue and costs.
- Market share**
The share of the total market for a product.
- Growth**
The business becomes larger (open another store, expand the product range, sell more products, get new clients).



Week 3 Revenue, Costs and Profit

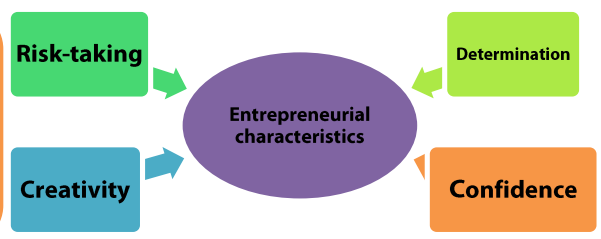
Revenue	Money in coming	Quantity sold x selling price
Variable costs	Cost to make that one product	Quantity sold x variable cost per unit
Fixed costs	Rent and bills which are not related to how many we make or sell (output).	
Total costs	What we spent	Fixed costs + variable costs
Gross profit	Doesn't include fixed cost	Revenue - cost of sales
Net profit	When we take out the fixed cost	Gross profit - expenses
Gross profit margin	% in relation to revenue	$\text{Gross profit} \div \text{revenue} \times 100$
Net profit margin	Real profit with all cost removed in a %	$\text{Net profit} \div \text{revenue} \times 100$
Profit	Revenue - costs	

Businesses will need to interpret these figures to help make business decisions.
Average rate of return
 A method of measuring and comparing the profitability of an investment over its life.
Expenses
 The costs of operating the business.
Profitability ratios
 Calculations which help to interpret financial data.

Unit 1: Business Activity

Week 2 Entrepreneurship + Business Aims and Objectives

Enterprise is: seeing an opportunity to provide a product or service that people are willing to Buy.

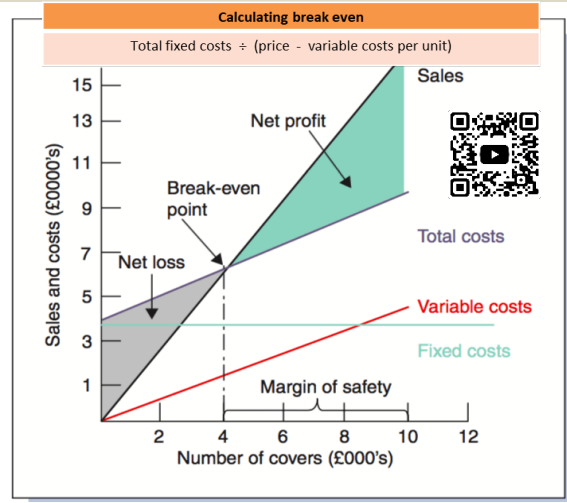


Risk	Reward
<ul style="list-style-type: none"> ▪ Financial Possibility of losing money. ▪ Health The strain of being in charge can affect health. ▪ Strained relationships Starting a business is time consuming. 	<ul style="list-style-type: none"> ▪ Financial Some successful entrepreneurs can make a lot of money. ▪ Independence Some people like to be their own boss and have flexibility. ▪ Self-satisfaction Some people like to see and idea work.

Entrepreneur
 A person who takes the risk of starting and running a business.
Enterprising characteristics
 Features of an entrepreneur.

Breakeven week 4

Breakeven: Where we have sold enough goods to cover our cost
Margin of Safety
 The amount passed the breakeven point you are in the safe zone that you will make money. Can be measured in sales or money.
Net Profit
 Money made from the sales after you have taken out the cost (fixed and Variable)
Impact of cost and revenue
 If I put up my prices, I will have a lower breakeven point, if I cut down on the cost and expenses (like cheaper rent or cheaper ingredient) my breakeven will be lower
Turnover = revenue



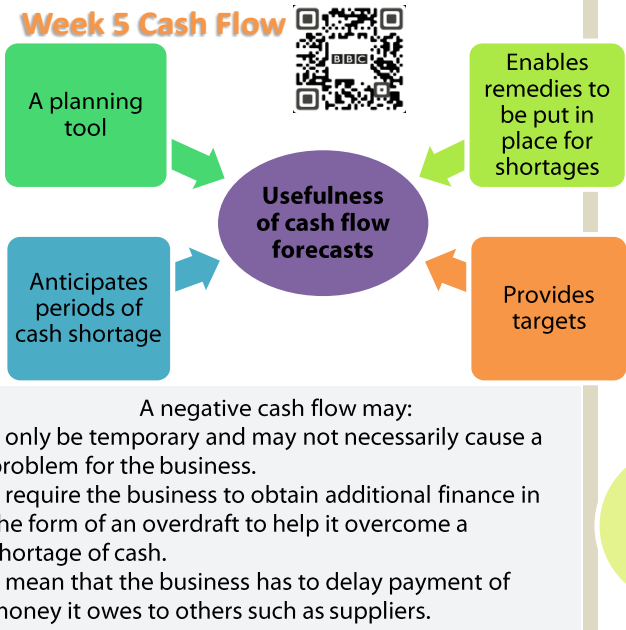
Interest: money we pay to borrow the money, often a %.
Quote: "turn over is Vanity, Profit is sanity" meaning that you can be selling lots of good and services but not making a good profit, this is why we look at the margin of profit.

YEAR 9 CYCLE 1 BUSINESS

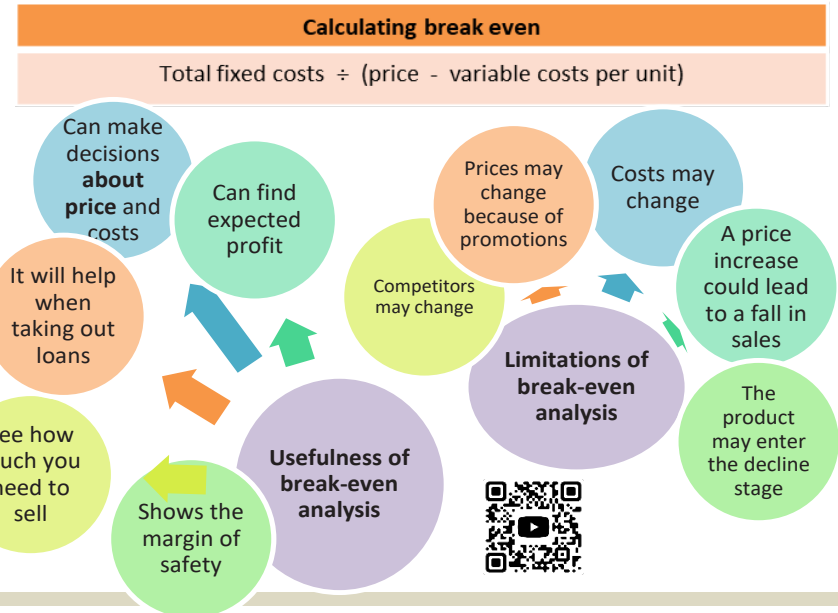
Knowledge Organiser

Cash flow forecast: shows the expected flow of money into and out of a business.
Cash flow: not just notes and coins but card payments too.

- Inflows**
Cash flowing into the business.
- Outflows**
Cash flowing out of the business.
- Expenditure**
Money that the business pays out.
- Opening balance**
Cash available at the start of the month.
- Closing balance**
Cash available at the end of the month.



6 Limitation and advantages of break even



Unit 1: Business Activity

Week 7 Business Ownership

Sole trader		Partnership	
Advantages	Disadvantages	Advantages	Disadvantages
<ul style="list-style-type: none"> ▪ Easy to set up ▪ Little finance required ▪ Full control ▪ Keep all the profits ▪ Financial information is private 	<ul style="list-style-type: none"> ▪ Unlimited liability ▪ Business stops if ill or on holiday ▪ Long working hours ▪ Shortage of capital ▪ Skills shortage ▪ No continuity 	<ul style="list-style-type: none"> ▪ More capital available ▪ Easy to set up ▪ More skills available ▪ Shared workload ▪ Financial information is private 	<ul style="list-style-type: none"> ▪ Shared profit ▪ Unlimited liability ▪ Shortage of capital ▪ Slower decision making ▪ No continuity

Week 8 Business Ownership

Private Limited Company (LTD)		Public Limited Company (PLC)	
Advantages	Disadvantages	Advantages	Disadvantages
<ul style="list-style-type: none"> ▪ Limited liability ▪ Continuity ▪ Can raise capital more easily ▪ Control over share sale 	<ul style="list-style-type: none"> ▪ Financial information available to the public ▪ Complex and expensive to set up ▪ Sale of shares is restricted ▪ Dividends to be paid 	<ul style="list-style-type: none"> ▪ Can raise large amounts of capital ▪ Easier to borrow money ▪ Limited liability for shareholders 	<ul style="list-style-type: none"> ▪ Possibility of a takeover ▪ Complex and expensive to set up ▪ Hard to manage as so large ▪ Financial information available to the public

Unlimited liability
Responsibility for the debts of the business rests with the owners.

Capital
Money raised to start or develop a business.

Deed of partnership
A document setting out the operations of the partnership.

Sleeping partner
Someone who only invests in a partnership.


Limited liability
Responsibility for the debts of the business is limited to the amount invested.

Shareholders
Owners of a limited company.

Dividend
Money paid to share holders from business profits.

Week 9 recap on 1-3. Week 10 recap on 4-6. Week 10 recap on 7-8.

YEAR 9 CYCLE 1 DRAMA - Introduction to BTEC

Week 1 and 2	Week 3 and 6	Week 4 and 7	Week 5 and 8	Week 9 and 10
<p style="text-align: center;">How do I use dramatic devices?</p> <p>A dramatic device is any 'trick' used by playwrights to add interest to their work or create a particular impression or effect on the audience. The devices listed below are your 'toolbox' to make your scene interesting.</p> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; width: fit-content; margin-bottom: 10px;"> <p>TIP You don't have to use all the below devices in one scene. You can 'pick 'n mix'!</p> </div> <div style="text-align: center;"> </div>			<p>When responding to a stimulus, the candidates should be advised to ask probing questions about the chosen picture or son, etc. In the case of a picture, for example, asking some basic questions will not be enough – they must probe deeper and ask some detailed questions.</p> <p>For example, when looking at the image below, some of the basic questions to ask are:</p> <ul style="list-style-type: none"> • What is it? • Is there an address on it? • What's inside? Something fragile? • How is it sealed? Etc.  <p>But more probing questions would be:</p> <ul style="list-style-type: none"> • What is the fragile content? • Where has it come from? • Who sent it? • Why is sealed at the side? • Is it threatening? • Is it linked to terrorism? • Why is there no address? etc/. <div style="background-color: #00AEEF; color: white; padding: 10px; margin-top: 10px;"> <p>Motivation Interaction Voice Movement Performance Concentration and involvement</p> <p>Acting Toolkit – Creation of Character When creating your character for your devised piece you should consider Structure Key words: <i>Exposition</i> <i>Plot (beginning, middle, end)</i> <i>Climax</i> <i>Highlights</i> <i>Change of mood</i> <i>Episodic</i> <i>Denouement</i> <i>Tension</i></p> <p>Acting Toolkit –Key Words <i>Freeze-frame</i> <i>Monologue</i> <i>Slow motion</i> <i>Pause</i> <i>Cross-cutting</i> <i>Mime</i> <i>Symbols</i> <i>Thought tracking</i> <i>Choral speaking</i> <i>Flashback</i> <i>Narrative</i> <i>Direct address</i> <i>Multi-rolling</i> <i>Masks</i></p> </div>	

YEAR 9 CYCLE 1 HEALTH AND SOCIAL CARE

YEAR 9 Health and Social Care Knowledge Organiser: Component 1 Human Lifespan Development

Learning Aim A: Understand human growth and development across life stages and the factors that affect it

How do people grow and develop throughout their lives? How can factors such as lifestyle choices, relationships affect this? Understanding these processes is essential knowledge and understanding for health and social care practitioners.

A1 Growth and development across life stages

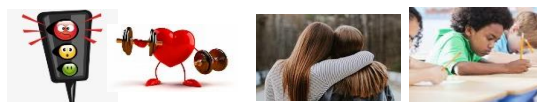
WEEK 1 and 2: Life stages

1. **Infancy (0 – 2 years)** – Dependant on parents, rapid physical growth.
2. **Early childhood (3 – 8 years)**- Developing physical skills, becoming independent.
3. **Adolescence (9 – 18 years)**- Physiological and emotional changes, puberty.
4. **Early adulthood (19 – 45 years)**- Reach full physical maturity.
5. **Middle adulthood (46 – 65 years)**- aging process begins, menopause.
6. **Later adulthood (65+ years)**- aging process continues, decline in strength and memory.



WEEK 3 and 4: Holistic Development

1. **Physical development** – Physical growth and physiological change.
2. **Intellectual development** – Developing thinking and language skills and common activities that promote learning and development.
3. **Emotional development** – Developing feelings about self and others.
4. **Social development** – Forming relationships with friends and family.



A2 Factors affecting growth and development

WEEK 5 and 6: Physical factors

1. Genetic inheritance – Hair and Eye colour.
2. Diet and lifestyle choices – Drinking / smoking.
3. Experience of illness and disease – cancer/ arthritis.
4. Appearance.



Economic factors

1. Income/ wealth/ social class/ poverty.
2. Material possessions – property or belongings that are tangible.

WEEK 4: Social, Cultural and emotional factors

1. Educational experiences, e.g. school, college, university.
2. Culture, e.g. community involvement, religion, gender.
3. Influence of role models.
4. Influence of social isolation.
5. Personal relationship with friends and family.

Learning Aim B: Investigate how individuals deal with life events

B1 Different types of life event

WEEK 7 and 8: Life events

Important events that happen in someone's life.

1. **Expected life event** - predictable life events that the individual is sure will happen, they are planned e.g. leaving school.
2. **Unexpected life event** – something that takes a person completely by surprise e.g. losing job.

Examples of life events

Physical events

- Accident/ injury/ Ill health.

Life circumstances

- Moving house, school or job/ Exclusion from education/ Redundancy/ Imprisonment/ Retirement.

Relationship changes

- Entering a relationship/ Marriage/ Divorce/ Parenthood/ Bereavement.



B2 Coping with change caused by life events

WEEK 9 and 10: How individuals adapt to these changes using support





Types of support –

1. **Formal support** – provided by trained professionals such as Counsellors, Doctors, trained carers.
2. **Informal support**- provided by Family, friends, partners.
3. **Voluntary support**- Given by community groups, voluntary and faith based organisations.

Sources of support- School / Doctors/ AA groups/ Counselling/ Family/ Friends/ Support groups/ Helplines/ Religious groups.

Benefits of support- Emotional support/ advice/ Practical help.

YEAR 9 CYCLE 1 FOOD & NUTRITION



One	Two	Three	Four	Five	Seven
<p>Food Safety and high risk foods: Micro-organisms: Micro-organisms need conditions to survive and reproduce these can include:</p> <ul style="list-style-type: none"> • temperature; • moisture; • food; • time; • oxygen and pH level. <p>Temperature Bacteria need warm conditions to grown and multiply.</p> <ul style="list-style-type: none"> • Bacteria are destroyed at temperatures above 75°C. • Bacterial growth danger zone is 5°C - 63°C. • Fridge temperature should be 0-5deg C. • Freezer temperature should be -18DegC. <p>At very cold temperatures, bacteria become dormant – they do not die, but they cannot grow or multiply.</p> 	<p>Key Terms: Gluten: A protein found in wheat flours, that make doughs elastic.</p>  <p>Yeast: A microorganism that can spoil food but is used as a raising agent in baking. Requires food, warmth, time and moisture to release carbon dioxide.</p>  <p>Kneading: Stretching the dough to develop the gluten and create an elastic dough. Proving The dough is left to rise to allow the yeast to ferment.</p>  <p>Fermentation: The process of fermentation is where yeast is given food, time, warmth and moisture to grow and produce carbon dioxide gas.</p>	 <p>Knocking back: When you knock back a dough you are creating a evenly textured dough by releasing some gas before leaving to prove again.</p>  <p>Baking: During baking the heat sets the gluten and stops the yeast from working which allows the bread to set and hold its shape.</p>  <p>Dough Making: Students will create a simple bread dough as well as an enriched dough for Chelsea buns</p> <p>Shaping: Shaping of dough through rolling, spiralling or shaping rolls into individual shapes.</p>	<p>Raising agents: Raising agents include anything that causes rising within foods, and are usually used in baked goods. Raising agents can be:</p> <ul style="list-style-type: none"> • biological, e.g. yeast; • chemical, e.g. baking powder; • mechanical, e.g. adding air through beating or folding. <p>Bridge and Claw: Make a bridge over the vegetable or fruit with your hand. Fingers should be on one side and thumb on the other. Make a claw with your hand by partly curling your fingers together.</p> <p>Rubbing in: Using your fingertips, rub the flour and butter together until the mixture resembles breadcrumbs. Stops gluten from forming to make crumbly pastry.</p> 	<p>Type of pastry: Shortcrust pastry: Bakewell tart, Lemon meringue pie, quiche Crumbly texture, pale in colour Ratio -fat to flour 1:2 Choux pastry : Profiteroles, eclairs, choux buns Darker in colour, liquid turns steam when baked, light and airy. Can be filled. Ratio– fat to flour 2:3. Filo pastry: Spring rolls, apple strudel , Filo parcels Very thin, crispy, delicate. Rough puff pastry: Sausage rolls, savoury tarts, pies,. Flaky pastry: High quantity of fat ratio fat::flour—3:4. Hot water crust: Pork pie. Dark in colour, made using boiled fat and water mixed with flour.</p>	<p>Ingredients in pastry: Flour- Flour forms the structure of the pastry. Soft plain flour (low gluten content) used in shortcrust to give a short crumb. Strong plain flour (high gluten content) used in flaky/rough puff pastry to give the pastry its elasticity.</p> <p>Fat—In shortcrust pastry the fat coats the flour granules resulting in a crumbly texture. Fat traps air between the layers in flaky/rough puff pastry. Adds colour and flavour.</p> <p>Water- Binds the dry ingredients together.</p>
				<p>Six</p> <p>Food Bacteria need a source of food to grow and multiply, these food are usually high in moisture, fat and protein, and may be ready to eat. Food where bacteria rapidly multiply in is called a high risk food. For example:</p> <ul style="list-style-type: none"> • meat, meat products and poultry; • milk and dairy products; 	<p>Eight</p> <p>Baking blind: When making tarts, quiches and flans you often bake the pastry 'blind'. This is when you line the raw pastry with greaseproof paper and baking beans to prevent the pastry from rising. After 15 minutes you remove the paper and beans and cook the pastry case for 5 – 10 minutes more until it is golden brown.</p>

YEAR 9 CYCLE 1 FOOD & NUTRITION

One	Two	Three	Four	Five	Seven
<p>There are 4 main causes of food related ill health: Allergies, Bacteria, Chemical, intolerances.</p> <p>Allergies- a serious and possibly life threatening reaction to certain foods or ingredients In foods.</p> <p>Bacteria- microscopic single cell living organism, some of which cause good poisoning. Some are good Bacteria.</p> <p>Chemicals- a substance (natural or manufactured) that can contaminate food and cause damage to your bodies tissues or organs.</p> <p>Intolerances- a long term condition where certain foods cause a person to be unwell with a range of symptoms, usually not life threatening.</p> <p>Allergies An allergic reaction can happen within a few seconds-hours, it can be mild or severe. A severe allergic reaction is called anaphylaxis or anaphylactic shock, the body's immune system reacts to the food allergen.</p> <p>Visible symptoms: breathing difficulties, swollen lips/eyelids, rash.</p> <p>Non visible symptoms: throat./mouth swells (can't swallow or breathe), abdominal pain collapse/unconscious.</p> <p>Anaphylactic shock treatment: Keep calm, call ambulance, calmly reassure, use EpiPen if they have one (medical device to administer adrenaline to help control symptoms).</p> <p>Common Food allergens: cereals (gluten), crustaceans, dairy products, eggs, fish, fruit and veg, lupin, molluscs, nuts, peanuts, sesame seeds, soya, wheat. Must be labelled in bold by law.</p>	<p>Coeliac disease – immune system attacks tissues when you eat gluten. Damages your small intestine so you are unable to take in nutrients. Causes vomiting, diarrhoea, stomach pain/bloating. Long term issues include osteoporosis, iron deficiency (anaemia), vitamin B12 and folate deficiency, bowel cancer.</p> <p>Bacteria There are microscopic organisms (GERMS). Found on/in people, on food, in water, soil and air. Some are good for us, and some are bad! Bacteria needs warmth, moisture, food and time to grow.</p> <p>Danger Zone 5° C to 63° C – Bacteria grow fast, never leave food out for more than two hours. Always cover.</p> <p>63° C-100 ° C – MOST bacteria will be killed. Hot food keep at 63° C or above.</p> <p>Below 5° C slows/stops germs growth and keeps food safe for longer.</p> <p>Cross contamination-How bacteria spreads from one place onto some food.</p> <p>Chemicals Some chemicals make people ill quickly others build up in the body over time and can cause cancer, liver/kidney disease.</p> <p>To avoid Chemical Contamination – Food handlers must avoid putting too much food additives into food (e.g. preservatives, colours.) Use caution with cleaning products. Store chemicals safely, farmers to reduce pesticides and fertilisers. Don't use old pans with flaking surface. Caution with raw kidney beans, mouldy nuts/cereals, rhubarb leaves and wild mushrooms as all contain toxins.</p>	<p>UNIT 2: Understanding the importance of Nutrition</p> <p>A Balanced Diet – provides the right amount of nutrients for your needs. See Eat Well Guide.</p> <p>Good nutrition – eating a variety of foods (mainly plant foods) that are un-processed, whole foods and drinking plenty of water.</p> <p>Water acts as a lubricant for joints and eyes; it is the main component of saliva; it helps get rid of waste; it regulates body temperature. Drink 6-8 glasses a day.</p> <p>Fibre- Important for digestive health, it bulks up stools and holds water in them, making easier to pass. It makes waste move through the digestive tract more quickly, which prevents constipation. Found in fruits and vegetables, nuts, seeds and wholegrain cereal and flour products.</p> <p>Macro nutrients- the nutrient we need in larger quantities: Fat, protein and carbohydrate.</p> <p>Protein- needed for growth and repair of body cells and energy. It is made up of 'building block' of amino acids, we get these from food</p> <p>High Biological Value (HBV) proteins contain all the essential amino acids: Meat, fish, poultry, eggs, soya beans, cheese, yoghurt, Quorn, tofu.</p> <p>Low Biological Value (LBV) proteins are missing one or more of the essential amino acids: Beans, peas, nuts, lentils, pulses, cereals.</p>	<p>Carbohydrates – Our main source of energy to move, produce heat, digest food and use our brain.</p> <p>Starchy (complex carbohydrates) provide slow release energy when broken down – (wholegrain provide slower release carbohydrates) found in cereal grains such as rice, wheat, oats, bread, rice, potatoes/sweet potatoes and vegetables (carrots, beets, corn).</p> <p>Sugary (simple carbohydrates) provide quick release energy to the body's cells found in milk and dairy, honey, fruits, some vegetables (peppers, tomatoes etc.), milk and confectionary.</p> <p>Fat- is used for energy. Provides warmth when stored under the skin. Also protects bones from damage and is a dietary carrier of fat soluble vitamins A, D, E & K.</p> <p>Two types of fats: Unsaturated and saturated. Saturated Fats are solid at room temperature. Mainly from animal sources (e.g. butter, lard, suet, vegetable block, meat fat and ghee.) These cause high blood cholesterol.</p> <p>Unsaturated fats are liquid at room temperature and are mainly from plant sources, these can lower blood cholesterol (e.g. olive, rapeseed, sunflower, corn, oily fish, avocado, pears, nuts, seeds and some vegetable fat spreads.</p>	<p>Food poisoning Bacteria: Campylobacter the most common food poisoning in UK. Found in- Raw or undercooked meat, particularly raw poultry, unpasteurised milk, untreated water, mushrooms and shellfish (only occasionally). Campylobacter Symptoms-Nausea, Diarrhoea (can be bloody), Vomiting, Abdominal pain, High fever. Avoided by:Cooking meat, especially poultry, thoroughly, prevent cross-contamination, Don't wash raw chicken, Wash pre-packed salads.</p>	<p>Intolerances: Gluten-can't digest gluten. Avoid wheat, Barley Rye, causes stomach cramps and bloating. Found in flours, Pasta, Bread, Cereal, certain alcoholic drinks. Lactose – can't digest lactose. Avoid dairy products, causes stomach cramps and bloating. Found in Milk, Milk powder, Cheese, Butter, Margarine, Yoghurt, Cream, Ice cream.</p>
				<p>Six</p> <p>Salmonella- found in the intestinal tract. Transferred from animal to human/human to human. Found in- Raw or undercooked poultry or meat, eggs, unwashed fruit and vegetables, unpasteurised milk. Symptoms- Diarrhoea, fever, abdominal pain, vomiting. Avoided by-Thoroughly cooking meat, poultry and eggs, wash hands after touching raw meat or egg shells and after the toilet, wash all fruit and vegetables, avoid cross-contamination (keep any uncooked meat away from cooked food). Listeria can cause miscarriage in pregnant women also dangerous for people with impaired immune systems. Found in - Unpasteurised milk/products, soft cheeses, ready-to-eat foods, unwashed vegetables. Symptoms- like flu, fever, aches and pains, nausea or vomiting, diarrhoea. Can spread to nervous system and cause convulsions (fits). In rare cases, can lead to septicaemia (blood poisoning) or meningitis. Avoided by-Avoid cross-contamination, reheat ready-to-eat foods all the way through (74°C), use pasteurised milk and cheeses, wash raw vegetables, store raw meat correctly (on the bottom shelf of the fridge, covered).</p>	<p>Eight</p> <p>Gelatinisation: Occurs when starch (flour) granules swell and absorb a hot liquid. At around 60°C the starch granules begin to absorb liquid. At around 85°C the granules will absorb around 5 times their volume of liquid. Eventually so much liquid is absorbed that the granules swell, burst and the granules remain dispersed throughout the liquid – this is gelatinisation. Wheat flour (plan flour) Makes a thick white sauce (e.g. macaroni cheese).</p>


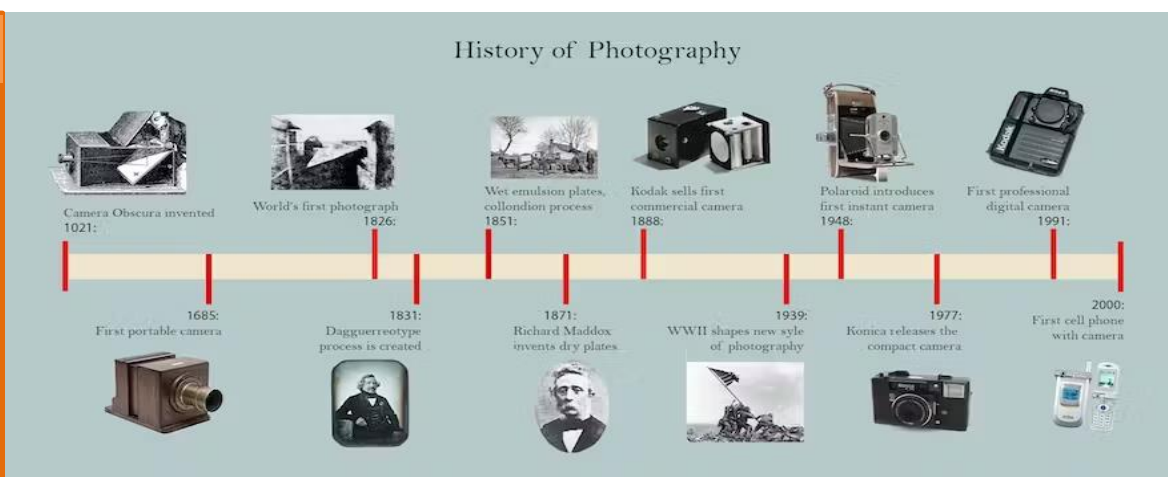


YEAR 9 CYCLE 1 PHOTOGRAPHY

Week 1 - OneDrive App	Week 2 - Photograms	Week 3 - The Word 'photography'	Week 4 - Camera Obscura
<p>Download the OneDrive App onto your phone. Create a Summer Project folder. Upload photos from your summer project into your school OneDrive account by following the steps on the handout.</p> 	<p>A photogram is a photographic image made without a camera by placing objects directly onto the surface of a light-sensitive material such as photographic paper and then exposing it to light. The cyanotype, invented by Sir John Herschel in 1842, is a type of photogram. Anna Atkins, botanist and first female photographer, used the cyanotype to create an album of algae specimens.</p> 	<p>The word 'Photography' was first used in the 1830s. It literally means 'drawing with light', which derives from the Greek words phōs, meaning light and graphḗ, meaning to draw. During Victorian times, before photography was invented, silhouette profiles cut from black card were the cheapest way of recording a person's appearance.</p>	<p>A camera obscura is a small darkened room with a small hole or lens at one end through which an image is projected onto a wall opposite the hole. Joseph Nicéphore Niépce used a portable camera obscura to expose a pewter plate coated with bitumen to light. The first recorded image that did not fade quickly was captured in France in 1826.</p>

Week 5 - The Daguerreotype



Invented by **Louis Daguerre**, the **daguerreotype** is a unique, highly detailed photographic image on a polished copper plate coated with silver. This photograph was captured inside a camera obscura and preserved as an object – the first photo you could hold. The daguerreotype was introduced in 1839 and became the first publicly available photographic process. The invention revolutionized landscape photography, but it was difficult to take portraits as people had to stare motionlessly at the camera for 15 minutes.

Week 6 - Visual Elements	Week 7 - The Negative	Week 8 - Pictorialists	Week 9 - Composition	Week 10 - Still Life
<p>The visual elements are like a set of tools that can be used to construct a great image. These elements are: light quality, texture, focus, composition/framing, angle of view, colour and timing. Light quality will affect your tonal range. Tonal range is the measure of brightness from complete dark to complete light. The range between these levels determines contrast in our photos, from low contrast to high contrast, and full tonal.</p>	<p>Upload your half-term assignment on tonal images using your OneDrive app. A process invented by Sir Henry Fox Talbot. In photography, a negative is an image, usually on a strip or sheet of transparent plastic film, in which the lightest areas of the photographed subject appear darkest and the darkest areas appear lightest.</p>	<p>The Pictorialist movement (1885-1915) took the medium of photography and reinvented it as an artform, placing beauty, tonality and composition above creating an accurate visual record. Common themes were: soft focus, colour toning or the addition of brushstrokes. Toning alters the overall colour of photographs. Sepia tone is one example.</p>	<p>Composition is the arrangement and placement of elements in your photo. Each time you take a photo you make a decision about what to include and exclude, and how to arrange the objects in your frame. Compositional rules that you will learn for still life arrangements are: the rule of thirds, the rule of odds, leading lines, isolation, triangle & L-shapes and groupings.</p>	<p>Still Life photography is the art of photographing inanimate objects which can be natural (flowers, food, plants, rocks, etc) or man-made (books, vases, glasses, jewellery) typically arranged in small groups. It allows the opportunity to experiment with light, materials, textures and subjects in a controlled setting. Olivia Parker is a well-known still life photographer.</p>

YEAR 9 CYCLE 1 SPORT STUDIES

Year 9 Sport Studies Cycle 1 - R185: Performance & Leadership – Topic Area 2: Measuring Improvement in Performance.

Week 1:	Week 3:	Week 5:
<p>Key components in performance:</p> <ul style="list-style-type: none"> ▪ Skill: The learned ability to bring about an end outcome, with maximum certainty and the minimum outlay of time or energy. ▪ Examples of skills: Passing, shooting and catching in handball. ▪ Tactic: An action or strategy planned to achieve a certain aim. ▪ Examples of tactics: Aiming for an opponent's backhand in badminton. ▪ Compositional idea: The way a performer arranges and develops their performance. ▪ Examples of compositional ideas: Using canon or unison in dance. 	<p>Types of Skill:</p> <ul style="list-style-type: none"> ▪ Open: A skill affected by the environment, movements must be adapted. <ul style="list-style-type: none"> ▪ The environment can be defined as the playing field or the players around you. ▪ Players must consistently adapt their thought process or skill to the environment. ▪ Closed: A skill not affected by the environment, involving set movements and is self-paced. <ul style="list-style-type: none"> ▪ Performed in the same situation and have no variation. ▪ The actions follow a set routine. 	<p>Types of Practice: Advantages & Disadvantages:</p> <ul style="list-style-type: none"> ▪ Fixed: <ul style="list-style-type: none"> Advantage: <ul style="list-style-type: none"> ▪ Skill becomes ingrained and perfected as it is repeated continuously. Disadvantage: <ul style="list-style-type: none"> ▪ Can be boring and lead to fatigue. ▪ Variable: <ul style="list-style-type: none"> Advantage: <ul style="list-style-type: none"> ▪ Skills can be adapted. Disadvantage: <ul style="list-style-type: none"> ▪ Can take a long time. ▪ Whole: <ul style="list-style-type: none"> Advantage: <ul style="list-style-type: none"> ▪ Gives a feel for the whole skill, giving a sense of fluency. Disadvantage: <ul style="list-style-type: none"> ▪ Can be physically demanding. ▪ Part: <ul style="list-style-type: none"> Advantage: <ul style="list-style-type: none"> ▪ Good for sequencing. Disadvantage: <ul style="list-style-type: none"> ▪ Can take a long time.
<p>Week 2:</p> <p>Types of skill: Skills can be classified into different types on a continuum.</p> <ul style="list-style-type: none"> ▪ Continuum: A scale used to categorise something between two extremes. ▪ Simple: A skill that is straight forward and requires little concentration, both physically and mentally. Simple skills involve a limited amount of information processing. For example, sprinting in athletics. ▪ Complex: A skill which is more complicated and requires greater practice. Complex skills require large amounts of information processing. For example, a serve in tennis. 	<p>Week 4:</p> <p>Types of Practice</p> <ul style="list-style-type: none"> ▪ Fixed: Repeatedly practising a skill the same way each time. <ul style="list-style-type: none"> ▪ This is best for closed skills. ▪ For example, practicing the short serve in badminton. ▪ Variable: Varying how you complete your practice. <ul style="list-style-type: none"> ▪ This is best for open skills where the environment varies. ▪ For example, shooting in football for different angles and with a different number of defenders. ▪ Whole: Performing the skill in its entirety without breaking it up into parts. <ul style="list-style-type: none"> ▪ This is useful for closed skills. ▪ For example, a basketball free throw. ▪ Part: Breaking the skill down into its constituent parts, which are practiced separately. <ul style="list-style-type: none"> ▪ This is used for complex skills. ▪ For example, the triple jump. 	
<p>Throughout Cycle One: R185: Topic Area 1 - Continue to add to your logbooks for your practical sports (date, position, league/comp, details of what you did).</p>		

YEAR 9 CYCLE 1 SPORT STUDIES

Year 9 Sport Studies Cycle 1 - R185: Performance & Leadership – Topic Area 2: Measuring Improvement in Performance.

Week 6:

Other Methods of Improving Performance:

- **Altering the context:**
 - This could be by playing against a greater number of players.
 - For example, a 2 v 1 in football or handball.
 - This could also be by playing against players who perform to a higher level than you.
 - For example, playing against a county or academy player in rugby.
- **Advantages of altering the context:**
 - This provides a challenge for you to try and improve.
 - This can allow you to identify your areas of development.
- **Disadvantages of altering the context:**
 - If you continue to lose, it could be demotivating and have a negative impact on your confidence.
 - Can leave you relying on others to improve.



Weeks 7 & 8:

Measuring Improvement in Performance

- **Video Analysis:**
 - Allows examination of performance to improve skill and prevent injury.
 - Can identify small details which are missed during live performance.
 - Advantages:
 - Can lead to better performance.
 - Injury prevention.
 - Tracks improvement.
 - Performers can watch themselves.
 - Feedback can be more focused.
 - Disadvantages:
 - Can be expensive.
 - Can be difficult to complete.



▪ **Other Assistive Technologies:**

- Using technology such as GPS trackers to monitor how far you run and heart rate (HR) monitors to track how high your heart is beating.
- Advantages:
 - Can lead to better performance.
 - Tracks health/fitness levels.
 - Displays can cause you to raise your effort.
- Disadvantages:
 - Can be expensive.
 - Focusing on statistics may not show everything!
 - Can impact team performance as you focus on yourself.

Weeks 9 & 10:

Measuring Improvement in Performance

- **Monitoring Competition Results:**
 - Recording how many games or matches you have won, drawn or lost.
 - Recording how many points or goals you have scored.
 - Recording how many points or goals you have conceded.
 - Advantages:
 - Can lead to better performance.
 - Allows you to identify any trends.
 - Tracks improvement.
 - Feedback can be more focused.
 - Disadvantages:
 - Can be difficult to complete.
 - Can have a negative impact on the athlete's confidence and motivation.
 - Results may not truly reflect the high levels of effort an athlete is giving.

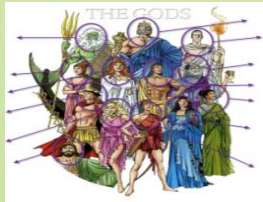


Pos	Team	Played	Win	Draw	Loss	Points	Change
1	Liverpool	38	35	1	2	106	0
2	Manchester City	38	24	4	10	77	0
3	Leicester	38	19	7	12	64	0
4	Chelsea	38	17	10	11	61	0
5	Manchester United	38	16	11	11	59	0
6	Sheffield United	38	15	13	10	58	1
7	Arsenal	38	13	18	7	57	2
8	Wolves	38	13	17	8	56	-2
9	Burnley	38	15	9	14	54	1
10	Tottenham	38	14	10	14	52	-2
11	Crystal Palace	38	13	12	13	51	0
12	Everton	38	13	10	15	49	0
13	Southampton	38	14	4	20	46	1
14	Newcastle	38	11	12	15	45	-1
15	Watford	38	9	11	18	38	2
16	Brighton	38	6	17	15	35	-1
17	West Ham	38	9	8	21	35	-1
18	Aston Villa	38	10	5	23	35	1
19	Bournemouth	38	9	7	22	34	-1
20	Norwich	38	7	8	23	29	0

- The tools selected to measure improvement in performance will be dependent upon the chosen activity and the ability level of the performer.


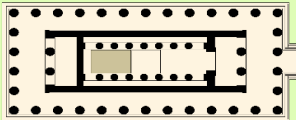


Throughout Cycle One: R185: Topic Area 1 - Continue to add to your logbooks for your practical sports (date, position, league/comp, details of what you did).



YEAR 9 CYCLE 1 CLASSICS

	Key Ideas	Key Context	Key Sources/Quotations	Key Vocabulary
1. The context of the Gods	<ol style="list-style-type: none"> The Romans blended characteristics and domains of Etruscan and Greek gods. Greeks see deities as unattainable and belief in underworld but not in afterlife. Romans see deities as inspirational, believe in afterlife and the power of ancestors. 	<ul style="list-style-type: none"> The Etruscans (Early Romans) were influenced but the Hellenes (Greeks who lived in Greece AND in parts of Italy/ Sicily). The Etruscans and other tribes were brought under Roman control, they adopted their culture and approach to temple design, divination (inspection of entrails of sacrificed animals) and the afterlife. 	<p>The Pantheon of the Gods</p> 	<p>Civilisation (noun): the stage of social and cultural development that is considered most advanced.</p> <p>Antiquity (noun): the Ancient past.</p>
2. The Pantheon of Gods	<ol style="list-style-type: none"> Zeus/Jupiter's role as the most powerful of the Gods. He had relationships with other gods and mortals. Athena's patron goddess of Athens (Greece) after battle with Poseidon. Hera/Juno acts largely with vengeance, mostly fuelled by her anger and jealousy towards Zeus/Jupiter. 	<ul style="list-style-type: none"> The battle for Athens between Athena and Poseidon is the founding story of the city of Athens. Both gods desired to be the patron of the city, so the first King of Athens, King Cecrops, held a competition between them. The god with the best gift would be rewarded with the city itself. Poseidon's gift was a spring of water, which turned out to be salty. Athena's gift was an olive tree; this granted the Athenians Olives for food, Olive Oil to cook with and wood from the olive tree to build with. Athena's gift was deemed far more useful and therefore she became the patron of Athens. 	<p>The contest between Poseidon and Athena. (pediment of Parthenon)</p> 	<p>Epithet: (noun) a word of phrase attributed to a god or character to describe a quality or skill they had.</p>
3. The Gods continued	<ol style="list-style-type: none"> Demeter/Ceres is the goddess of harvest; Greek society was built on agriculture. Hermes is hugely important to protect travellers, wealth and trade in Greece and Rome. 	<ul style="list-style-type: none"> The Hymn to Demeter would have been orally recited, Epithets are used so that each character is distinct and memorable for the person reciting as well as listening to the poem. The Homeric Hymn to Demeter tells the story of the abduction of Persephone and the journey that Demeter, the grieving mother, endures on her path to finding a way to allow Persephone to escape the Underworld once a year. 	<p>Homeric Hymn to Demeter 1-104, 301-474</p> <p><i>"She made the grimmest and most brutal year for men on the all-nourishing earth".</i></p>	<p>Oracle: (noun) a priest/ priestess acting as a medium.</p>
4. Ares/Mars & Hestia/Vesta	<ol style="list-style-type: none"> Ares/Mars is the deification of war, and thus is widely worshipped by Greeks and Romans. Hestia/Vesta is worshipped both publicly and privately as she is the god of the home and family. 	<ul style="list-style-type: none"> The Vestals were regarded as fundamental in the continuance and security of Rome. Their main responsibility was to ensure that the sacred fire would not go out. Greece: Hestia received the first offering at every sacrifice in the household. In the public domain, the hearth of the prytaneum (public building that housed the state hearth) functioned as her official sanctuary. 	<p>"He [King Numa Pompilius] made virginity and other ceremonies venerable and holy" Livy AUC. I.20</p>	<p>Deification (noun): worship, regard or treat someone or something as a god.</p>
5. Temples: Function and layout	<p>Greece: Mostly Oriented east to west: Features: steps, a colonnade, a cella or naos, a cult statue and an opisthodomos.</p> <p>Rome: Based on a mix of Etruscan and Greek styling: mostly orientated east to west. podium, colonnade, the cult statue, semi-engaged columns, and the cella.</p>	<p>Greece:</p> <ul style="list-style-type: none"> Only religious officials were allowed to enter the temple itself. Citizens cleansed themselves with water before entering a sanctuary so that they could be absolved from any pollution. <p>Rome:</p> <ul style="list-style-type: none"> House the cult statue of that god. Roman priests were not assigned a specific temple. Citizens cleansed their hands and feet with fresh water at the temples entrance so that the holy site would not be polluted. 	<p>The Cult statue of Athena</p> 	<p>Sanctuary (Noun) an area of holy land dedicated to a god or gods that contained the temple and altar.</p> <p>Temple (Noun) A building dedicated to a god and was used to house a cult statue to a god.</p>

YEAR 9 CYCLE 1 CLASSICS

Key Ideas		Key Context	Key source	Key Vocabulary
6. Temple decoration	The two main elements of temple decoration were the pediments and friezes. Statues of the Gods and sculptures of famous myths and stories decorated most temples.	<ul style="list-style-type: none"> Some temples were more decorative than others, this also depended on who the temple was dedicated to. The Parthenon, dedicated to patron goddess of Athens, Athena, is a complex example of a highly decorated temple. 	<p>Metopes of the Parthenon</p> 	<p>Ionic frieze (Noun) A Continuous strip of marble or stone that runs around a temple. Doric frieze (Noun) A Continuous strip of marble or stone.</p>
7. Case Studies I: Parthenon and The Pantheon	<p>Greece: The Parthenon was symbolic of the power and wealth of Athens. Pericles believed that the Acropolis would become the architectural centre of the known world.</p>	<ul style="list-style-type: none"> The Parthenon (447-432 BC) was built in Athens on the Acropolis in the classical period. It was dedicated to Athena, the patron Goddess of Athens. It also housed the treasury of the Delian League. The pedimental statues show the birth of Athena and the contest for Athens. The doric frieze shows Greek victory: the sack of Troy, the Centauromachy, the Amazonomachy, the Gigantomachy. The ionic frieze presents the Panathenaic procession. 	<p>"all the sculptures you see on what is called the pediment refer to the birth of Athena, those on the rear pediment represent the contest for the land between Athena and Poseidon." Pausanias</p>	<p>Cult (noun) A system of religious belief or practices directed towards a particular figure or object.</p> <p>Patron (noun): a person chosen or honoured as a special guardian, protector or supporter.</p>
	<p>Rome: Commissioned by Augustus, and built by his close friend and general, Marcus Agrippa during 27 – 25BC.</p>	<ul style="list-style-type: none"> The Pantheon was located on the ancient Roman Campus Martius which was where the army met before campaigns, where elections took place, and here Romans would engage in general exercise. The Pantheon was believed to be a temple that was dedicated to all gods. 	<p>"but my own opinion of the name is that, because of its vaulted roof, it resembles the heavens." <i>Cassius Dio</i></p>	
8. Case studies II: The temple of Zeus and The Temple of Portunus.	<p>Greece: The Altar to Zeus was estimated to have been in existence from the founding of the Olympic Games 776BC. The Temple building was not built until 472BC.</p>	<ul style="list-style-type: none"> The Temple of Zeus was built in Altis, the sanctuary in Olympia. The Centauromachy and the myth of Pelops and Oinomaos take up the pedimental sculptures. The metopes were of Hercules labours. The myths told on the pedimental structure show the founding of the Olympic games by Pelops and honour Zeus as being the god of Judgement. 	<p>Temple of Zeus Floorplan</p> 	<p>Altar (noun) a table or flat-topped block used as the focus for a religious ritual, especially for making sacrifices or offerings to a deity.</p>
	<p>Rome: The temple of Portunus, earlier wrongly attributed to Fortuna Virilis, is dedicated to Portunus, the god of harbours, and is one of the best existing examples of a Roman temple.</p>	<ul style="list-style-type: none"> The Temple of Portunus was constructed during the Roman republic during 120BC to 80BC and is located on the Forum Boarium, which was a cattle market between the Palatine and Aventine Hills. Etruscan influence can be seen in the podium and steps, inclusion of the porch and free standing columns at the front of the temple. 	<p>Temple of Portunus</p> 	
9. Religious officials and sacrifice	<p>Greece: The four religious officials were the hiereus, hierieia, mantis and augur. The three stages of sacrifice were: The preparation, the kill and the sharing of the sacrifice.</p>	<ul style="list-style-type: none"> The role of the hiereus/hierieia was temporary, every citizen would aim to be their local hiereus/hierieia at some point in their lives. The mantis were prophets who claimed to tell the future; they would be present during the sacrifice to tell omens. 	<p>Statue of Vestal Virgin</p> 	<p>Sacrifice (noun) an act of slaughtering an animal or person or surrendering a possession as an offering to a deity.</p> <p>Pontifex(noun): A priest in ancient Rome.</p>
	<p>Rome: The main officials were the pontifices, the Augurs and the Vestals. The three stages of sacrifice were: The preparation, the kill and the sharing of the sacrifice.</p>	<ul style="list-style-type: none"> The college of pontifices were headed by the Pontifex Maximus. The main responsibilities of the pontifices was to protect temples, regulate burial and inheritance laws, and the supervise the religious calendar. An augur's main role was to read the behaviour of animals or the direction of thunder to understand the will of the gods. One of the Vestals most important roles was to protect the sacred flame for the safety of the state, which was housed in the Temple of Vesta. 		



YEAR 9 CYCLE 1 THEOLOGY, ETHICS AND CITIZENSHIP - Key Christian Beliefs

Week 1: Character of God	Week 2: Jesus	Week 3: Creation	Week 4: Life after death	Week 5: Sin and salvation
<p>Christians believe that God is one but exists in three different 'persons'. God the Father, the Son and the Holy Spirit - and that these three Persons form a unity. The word Trinity comes from the word 'tri' meaning 'three' and 'unity' meaning 'one'.</p> <p>Omnipotence. God is all-powerful, as shown by the creation of the world and the resurrection of Jesus.</p> <p>Omnibenevolence. God is all-loving, e.g. God sacrificed his own son for humanity.</p> <p>Just. God is fair and forgives those who say sorry for their actions. "Just and upright is he" (Deuteronomy 32:4)</p> <p>Omniscience. God knows everything, including every person's inner thoughts as well as all that has happened and all that will happen.</p> <p>Transcendence. God exists outside our physical laws and worldly constraints. Complete understanding of God is beyond the human intellect.</p> <p>Immanence. God is 'in the world'. God has interacted with the world throughout history and still does. E.g. Jesus being sent to earth. Nowadays, Christians believe that God is immanent, working miracles and answering people's prayers.</p>	<p>Messiah. This is a Hebrew word meaning 'anointed one'. Christians believe Jesus is the Messiah because through his crucifixion and resurrection he brought salvation to humankind. "You are the Messiah, the Son of the living God." (Simon Peter - Matthew 16:13-17)</p> <p>Son of God. Most Christians believe that Jesus, as well as being fully human, is also fully God. They believe Jesus is the second person of the Holy Trinity and is the Son of God.</p> <p>Lord and saviour. 'Lord' is a term of respect used when referring to a male ruler with authority over others. The Gospel of Matthew states that Jesus is 'Lord' and has all authority in heaven and on earth (Matthew 28:18)</p> <p>Through his teachings, and by setting an example of selfless love, Christians believe that Jesus guides people to live less sinful lives. Through his sacrifice of dying on the cross, Christians believe that Jesus atoned for the sins of humans. They believe Jesus' resurrection from the dead proved that he was the Son of God, and that his death was sufficient to pay the penalty for the sins of humanity.</p>	<p>"In the beginning, God created the heavens and the Earth." (Genesis 1:1)</p> <p>Genesis is the first book of the Bible. Genesis 1 describes the creation of the heavens and the earth, while Genesis 2 focuses on the creation of the first humans, Adam and Eve. Genesis 1 explains how:</p> <ul style="list-style-type: none"> • God is the only creator. • God existed before he created the world. • The world was well planned and is sustained by God. • God blessed creation; all creation is holy. <p>God created everything in Heaven and on Earth in six days. On the seventh day, God rested.</p> <p>Stewardship and dominion</p> <p>Christians believe that God appointed human beings to be in charge of what he created, and to care for the world as responsible custodians. Humanity's purpose is to look after the world that God has created. This is known as stewardship: "The Lord God took the man and put him in the Garden of Eden to work it and take care of it." (Genesis 2:15)</p>	<p>Most Christians believe death is not the end. They believe in the immortality of the soul and the possibility of life after death, as Jesus explains in the Bible: "I am the resurrection and the life. The one who believes in me will live, even though they die." (John 11:25)</p> <p>They believe in the resurrection of the body on the Day of Judgement, when God will judge everyone individually and they will be sent to Heaven or Hell, as revealed in the Book of Revelation. Therefore, death is not to be feared for those who have lived morally and done God's will.</p> <p>Second Coming</p> <p>Some Christians believe in the Second Coming, which is when Jesus will return to earth as a physical body and everyone who has died will be resurrected.</p> <p>Heaven and Hell</p> <p>In Heaven, Christians will know God on a more personal level. The Bible depicts Hell as a terrible place where souls will not know the presence of God. "Then they will go away to eternal punishment, but the righteous to eternal life." (Matthew 25:46)</p>	<p>Christians believe sin separates humans from God. He gave humans free will so it is up to us to decide for ourselves how to behave. Christians believe only God can rectify the problem of humans being sinful. To do this, he offered salvation through the sacrifice of Christ.</p> <p>Original sin</p> <p>Many Christians believe all humans are descended from Adam and Eve, which means that they all have the ability to disobey God. Original sin occurred when Adam and Eve were tempted and committed the first sin.</p> <p>Salvation</p> <p>Following the original sin, God offered salvation, a way for humans to be saved from eternal punishment. In order for this to happen:</p> <ul style="list-style-type: none"> • God gave his only son, Jesus, so that all humans could be saved. • Jesus was a perfect human - he had no sin. • God placed the sins of the world upon him at his crucifixion. • Jesus' actions meant that there was reconciliation between God and humanity - his death atoned or made up for human sin.

YEAR 9 CYCLE 1 THEOLOGY, ETHICS AND CITIZENSHIP - Key Muslim Beliefs

Week 6: Beliefs	Week 7: God	Week 8: Angels	Week 9: Life after death	Week 10: Judgement
<p><u>Sunni</u> and <u>Shi'a</u> Muslims both believe in the <u>oneness</u> of Allah and follow the teachings of the <u>Qur'an</u> and <u>Sunnah</u>. Sunni and Shi'a Muslims also agree on the importance of the prophets.</p> <p>Sunni Muslims follow the <u>six articles of faith</u> and Shi'a Muslims follow the <u>five roots of Usul ad-Din</u>.</p> <p><u>The six articles of faith</u></p> <ol style="list-style-type: none"> 1. Tawhid 2. Angels (malaikah) 3. The holy books 4. The prophets (nubuwwah) 5. Day of Judgement and the afterlife (Akhirah) 6. Divine masterplan <p><u>The five roots of Usul ad-Din</u></p> <ol style="list-style-type: none"> 1. Tawhid 2. Divine justice (Adalat) 3. The prophets (nubuwwah) 4. Authority of the imams (imamate) 5. Day of Resurrection (Al-Ma'ad) <p>Although they are split, Sunni and Shi'a Muslims share many of the same beliefs:</p> <ul style="list-style-type: none"> • Allah is the one God. • The Qur'an is Allah's word. • Angels passed on messages to the prophets. • There will be a Day of Judgement. 	<p>And your Allah is One Allah. There is no god but He, Most Gracious, Most Merciful. (Qur'an 2:163)</p> <p>Muslims believe Allah: Is the one true God; the creator, designer and sustainer of the world and should be treated with respect.</p> <p><u>Tawhid</u> is the word used to describe the oneness of Allah, which is the fundamental belief of Islam. Confirming that Allah is the only God is the first part of the <u>Shahadah</u>.</p> <p><u>The attributes of Allah</u></p> <p><u>Transcendent</u>: above and beyond everything. <u>Fair and just</u>: judges everyone equally. <u>Immanent</u>: close to every human. <u>Omnipotent</u>: all-powerful. <u>Beneficent</u>: all-loving. <u>Merciful</u>: shows compassion and forgiveness.</p> <p>The Qur'an teaches that Allah has 99 names. Each of these relates to a specific attribute of Allah, making him easier to understand and relate to. Al-Hakim (The Wise), Al-Hakam (The Judge) and Al-Rahim (The Most Merciful) are examples of Allah's names. Subhah beads are used when Muslims are remembering the 99 names of Allah.</p>	<p>Most Muslims believe angels or <u>malaikah</u> were created before humans with the purpose of following the orders of Allah and communicating with humans.</p> <p>Angels are immortal, made of light and have wings. They are pure and cannot sin. They always obey and serve Allah.</p> <p>They praise God: "They exalt him night and day and do not slacken" (Qur'an 21:20)</p> <p>Angels can appear in human form and there are some who have specific roles, including guardian angels.</p> <p><u>The role of angels</u></p> <p>They are messengers to the prophets; they take care of people; they record everything a person does, and this information is used on the Day of Judgement.</p> <p><u>Izrail</u>, the Angel of Death, takes people's souls to God when they die. <u>Jibril</u> brings good news. He revealed Allah's words to Muhammad on the <u>Night of Power</u>. <u>Mika'il</u> is known as the giver of rain and food. He is the Angel of Merch and asks Allah to forgive people. <u>Israfil</u> will blow a trumpet to announce the Day of Judgement.</p>	<p><u>Akhirah</u> is the word Muslims use to refer to life after death. It explains humans' existence on Earth, saying life is a test from Allah. However, Muslims believe that Allah will not test them beyond their limits.</p> <p><u>The afterlife</u></p> <p>After death, most Muslims believe that the soul will enter <u>Barzakh</u>, a state of waiting, until the Day of Judgement.</p> <p><u>Heaven and Hell</u></p> <p>Heaven is described in the Qur'an as a beautiful garden. <u>Jannah</u> is Paradise, described as "gardens of pleasure" (Qur'an 31:8). Muslims believe they get to Paradise by living religiously, asking Allah for forgiveness and showing good actions in their life.</p> <p>Hell is described as a place of fire and torment. <u>Jahannam</u> is a place of scorching fire pits and boiling water, a place of physical and spiritual suffering.</p> <p>Muslims believe they will be sent to Hell if they reject the teachings of the Qur'an or take no responsibility for their actions. Either of these mean they had failed Allah's test.</p>	<p><u>Yawm ad-Din</u> is the Day of Judgement, when Allah will decide how people will spend their afterlife.</p> <p>Most Muslims believe they have free will to make their own choices and God will judge them for those choices.</p> <p>When the world ends, Israfil will sound a trumpet and there will be a resurrection. All the dead bodies will be raised and will gather on the plain of Arafat for the final judgement.</p> <p>In Islam, everyone, even non-Muslims, will be judged on their good and bad deeds. Muslims believe a set of scales will balance good deeds and bad deeds.</p> <p>"For one whose scales are heavy with good deeds, He will be in a pleasant life ... for one whose scales are light, His refuge will be abyss." (Qur'an 101:6-9)</p> <p>The idea of a Day of Judgement encourages Muslims to live their lives in a good way. They try to pass the test of life and take responsibility for their actions, whether good or bad.</p>



YEAR 9 CYCLE 1 STATISTICS

Statistics, Yr 9 Cycle 1, Unit 1		Week 1			
The collection of data		What is primary data?	When you collect the data yourself. E.g. By conducting a survey.		
Types of data Population and sampling Sampling methods Planning and collecting data		What is secondary data?	When someone else has collected the data. E.g. Data from the internet.		
		Advantages of primary data	You can be sure about the accuracy of the data.		
		Disadvantages of primary data	Can take a long time. Can be expensive. It might be difficult to collect (e.g. Wind Speed).		
		Advantages of secondary data	Quicker and cheaper than primary.		
		Disadvantages of secondary data	You can't be sure about the accuracy of the data.		
		What is raw data?	Data that has just been collected but not processed or cleaned in any way.		
		What is meant by cleaning the data ?	This is the process of detecting and correcting (or removing) inaccurate items of data.		
		Week 2		Week 3	
What is quantitative data?	Quantitative data is numerical - either counted or measured.	What is a pilot survey or pilot study?	A pilot survey is a small scale study before a full-scale study is done. It is used to check if a questionnaire or survey "works", and to fine tune your method/questions.	What is bias ?	Prejudice for or against one group or opinion or result in a way that is " unfair ".
What is qualitative data?	Qualitative data relates to the qualities of something e.g. colour, texture, style, name. Usually words.	What is a population ?	Every item in a given set. For example every member of a school. (Not just limited to people – It could be all of the items in a pencil case.).	What are the three main methods of collecting data ?	<ul style="list-style-type: none"> - Experiment - Observation - Questionnaire
What is discrete data?	Discrete data can only take certain values . Usually counted data (such as how many people....) but can also be other e.g. shoe size, clothing sizes.	What is a census ?	A census is a survey of a whole population rather than just a small part of it.	Advantages of a census .	Unbiased, totally Accurate, takes Account of the whole population.
What is continuous data?	Continuous data can take ANY value in a given range and is measured data such as distance, weight, time, speed.	What is a sample ?	A sample is a small part of a population rather than the whole population.	Disadvantages of a census .	Time consuming, expensive, can be difficult to ensure everyone is included.
What is Categorical Data?	Data which may be divided into groups. E.g. Race, gender, Age Group.	Why do we use sampling ?	We use samples because they are cheaper, quicker and easier than surveying or experimenting on a whole population. Also an experiment might be destructive so using the whole population will destroy the population! (e.g. testing food).	Advantages of a sample .	Cheaper, quicker, less data to be analysed.
What is bivariate data or multivariate data?	Bi-variate data has two variables. (Multi-variate is more than 2). We can see if there is correlation in bi-variate data by drawing a scatter graph.			Disadvantage of a sample .	It could be biased. Not completely representative of the population.

YEAR 9 CYCLE 1 STATISTICS

Week 5		Week 6		Week 7	
What does random sampling mean?	Random means that every member of a population has an equal chance of being chosen.	Why do we use stratified sampling ?	Stratified sampling ensures each group in a population is represented in proportion to its size .	What is quota sampling?	The amount of each specific group is specified. E.g. 30 women are needed. Good when impossible to use a stratified sample. Bad because not truly random.
Disadvantage of random sampling	It can sometimes be expensive and time consuming.	What is a control group ?	The group in an experiment or study that don't receive treatment to allow comparison with those that do.	Advantage of quota sampling.	Good when impossible to use a stratified sample.
Advantage of random sampling	Your sample is likely to represent the target population.	What is systematic sampling ?	Taking a sample at equal intervals through a population e.g. every third person on a register or every twentieth car that passes on a road. This is not a random method.	Disadvantage of quota sampling.	Bad because not truly random.
Describe how to take a random sample of 50 from 1000 pupils in a school.	Give every pupil a unique number using the school register. Use a random number generator to select 50 random pupil numbers.	What is a sampling frame ?	The list of people or items to be sampled.	What is cluster sampling?	The population is divided into groups and then a group is chosen at random.
Week 8		Week 9		Week 10	
What is convenience sampling?	When items are selected because of convenience. E.g. Asking people in your class rather than in the whole school.	What is a hypothesis ?	A hypothesis is an idea or opinion that you start with, and which you test using statistical techniques . E.g. " Gromow makes plants grow taller".	Give an advantage of using a face-to-face interview for a questionnaire.	-follow up questions are possible - more likely to get an "honest" response. - can explain what questions mean more fully.
Advantages of convenience sampling.	Easier and cheaper.	Closed Questions.	Gives a set of answers to choose from. Restricts answers making data easier to analyse but might be less detailed.	Give a disadvantage of using a face-to-face interview for a questionnaire.	- Time-consuming/ labour intensive. - People embarrassed answering some questions face to face. - May have to ask many people before someone agrees to do it.
Disadvantage of convenience sampling.	Much more likely to be biased.	Open Questions.	When there are no suggested answers. Allows for a range of answers but can be difficult to analyse.	Give a disadvantage of using postal questionnaires .	-Lot of postal questionnaires are ignored. -People may not answer honestly -Cost of postage & printing.
What is a Random Response Method ?	Uses a random event (coin toss) to decide how to answer the question. It helps with sensitive topics, such as drug use, medical issues, personal issues.	What is a leading question ?	A leading question is one where there is a suggestion that one response is "better" than another. E.g "Don't you agree that....".	How can you improve the response rate to a postal questionnaire?	- Reward or prize draw. - Provide a return envelope - Use "Freepost". - Offer to collect.

