





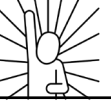


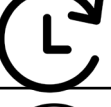

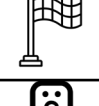
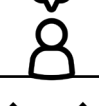

LIGHT HALL KNOWLEDGE MATS

Year 9 Spring 1



English	2
Maths	3 – 5
Science	6 – 8
History	9
Geography	10
French	11
Spanish	12
Life & Morality	13 – 14
ICT	15
Technology	16 – 17
Music	18

The best from everyone, all of the time.

KEY WORD	DEFINITION	IMAGE	IN A SENTENCE	LOOK, COVER, WRITE, CHECK	LOOK, COVER, WRITE, CHECK
Unrequited	A feeling of love not returned.		In their relationship, the love was unrequited .		
Patriarchal	A male-dominated society.		Women feel controlled in a patriarchal society.		
Foreboding	Fearing that something bad will happen.		His hamartia is that he cares too much.		
Hubris	Excessive pride and self-confidence..		The detective analysed the scene.		
Passionate	Strong feelings and beliefs.		The students started a mutiny against the school.		
Repentant	A feeling of regret and remorse.		In their friendship, this was their biggest feud .		
Comedy	A play with events designed to make people laugh.		Fairy tales are sometimes tragedies .		
Foreshadow	A warning and indication of a future event.		His hubris made him irritating.		
Perjury	Willingly not telling the truth under oath.		In the streets, they started a riot .		
Resolution	The end of a story or play.		It is time for a resolution to begin.		
Reproachful	Expressing disapproval or disappointment.		He ardently opposed the war.		
Antithesis	A person or thing that is the direct opposite of another.		Salty and sweet are the antithesis of each other.		

Merchant of Venice- Spring A

1. There is a list of key vocabulary linked to your studies this half term. **Learn the key words and definitions.**
2. Below there is a link of key knowledge. **Understand what they all are.**

Grammar Knowledge:

Main clause [13/01/25]: a complete sentence with a subject and a verb.
Subordinate clause: adds extra information to the main clause.
Independent clause: a clause that is a complete thought and must have a subject and a verb that agree.

Adverbs [27/01/25]: these are words that modify the verb being used. Adverbs can be used to show manner (how something happens), degree (to what extent), place (where), and time (when).

Pronouns [10/02/25]:
Personal pronouns are short words used to replace yourself or a person's name (the noun being used), such as I, she, he, you, we, us and them.

Key Words

- **Linear sequences** – the difference between terms increases or decreases (+/-) by a constant value each time.
- **Arithmetic Sequence** – a sequence where the difference between terms is constant.

Fibonacci Sequence – look out for this type of sequence

0 1 1 2 3 5 8 ...

Each term is the sum of the previous two terms.



Sequences from algebraic rules

This is substitution!

$$3n + 7$$

This will be linear - note the single power of n. The values increase at a constant rate

$$3n^2 + 7$$

This is not linear as there is a power for n

$$2n - 5$$

Substitute the number of the term you are looking for in place of 'n'

eg

$$1^{\text{st}} \text{ term} = 2(1) - 5 = -3$$

$$2^{\text{nd}} \text{ term} = 2(2) - 5 = -1$$

$$100^{\text{th}} \text{ term} = 2(100) - 5 = 195$$

Checking for a term in a sequence

Form an equation

Is 201 in the sequence $3n - 4$?

$$3n - 4 = 201$$

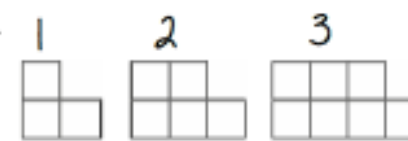
Algebraic rule

Term to check

Solving this will find the position of the term in the sequence. ONLY an integer solution can be in the sequence.

Sequence in a table and graphically

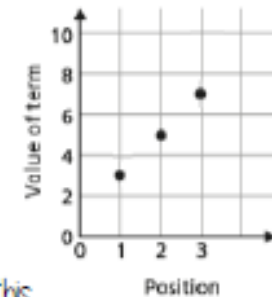
Position: the place in the sequence



3 5 7

Term: the number or variable (the number of squares in each image)

Graphically



In a table

Position	1	2	3
Term	3	5	7

+2 +2

Because the terms increase by the same addition each time this is linear – as seen in the graph

Year 9 Knowledge Mats (#10)

Inequalities

w.b. 27/01/2025

Key Words

- Inequality** – an inequality compares two values showing if one is greater than, less than or equal to each other.

Simple Inequalities

- $<$ less than
- \leq Less than or equal to
- $>$ More than
- \geq More than or equal to

$x < 10$
Say this out loud
"x is a value less than 10"

$10 > x$
Say this out loud
"10 is more than the value"

Note:
 $x < 10$ and $10 > x$
represent the same values

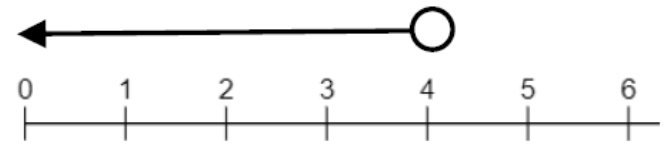
$x + 2 \leq 20$
"my value + 2 is less than or equal to 20"
 $x \leq 18$
The biggest the value can be is 18

Represent Inequalities

Multiple methods of representing inequalities

$x < 4$

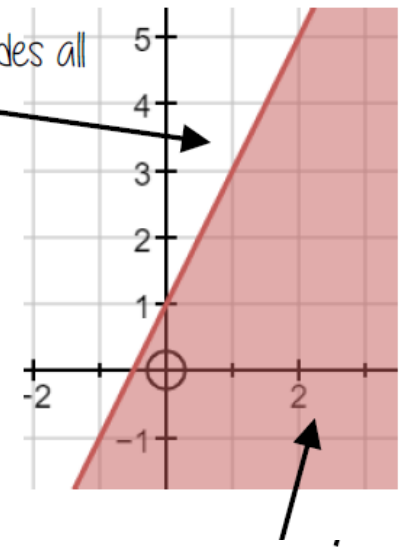
All values are less than 4



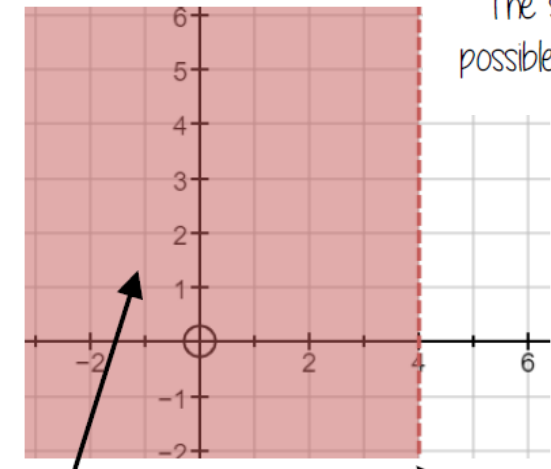
The shaded area indicates all possible values of x

The solid line shows that the inequality includes all the points on this line

$y \geq 2x + 1$



The shaded area indicates all possible solutions to this inequality

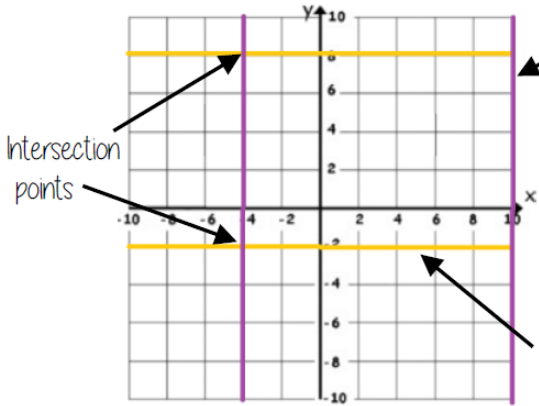


The dotted line shows that the inequality does not include these points

Key Words

- **Gradient** – the steepness of a line
- **Intercept** – where lines cross.

Lines parallel to the axes



All the points on this line have a x coordinate of 10

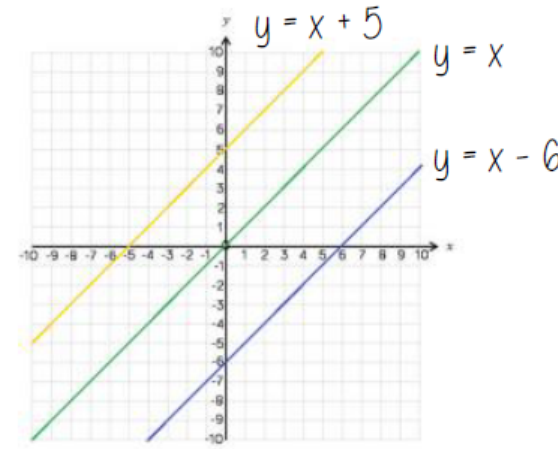
Lines parallel to the y axis take the form $x = a$ and are vertical

Lines parallel to the x axis take the form $y = a$ and are horizontal

All the points on this line have a y coordinate of -2
e.g. (3, -2) (7, -2) (-2, -2)
all lay on this line because the y coordinate is -2

'a' can be ANY positive or negative value including 0

Lines in the form $y = x + a$



All the lines are parallel because the gradients are the same

$y = x + a$

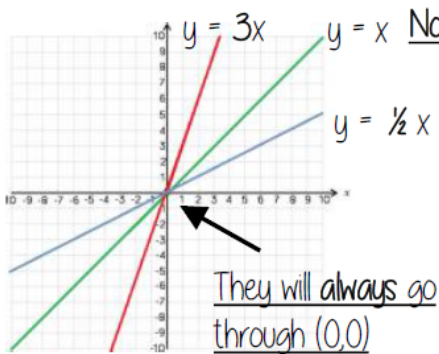
This is the line $y=x$ when the y and x coordinate are the same

This shows the translation of that line. e.g. $y = x + 5$ is the line $y=x$ moved 5 places up the graph

5 has been added to each of the x coordinates

Recognise and use the lines $y=kx$

The value of k changes the steepness of the line



Note: $y = x$ is the same as $y = 1x$

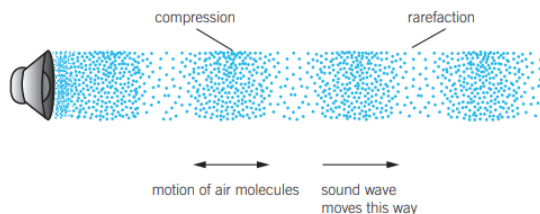
The bigger the value of k the steeper the line will be.

The closer to 0 the value of k the closer the line will be to the x axis.

They will always go through (0,0)

Sound waves

- Any **wave** transfers energy from one place to another
- Sound waves cause particles to vibrate backwards and forwards in the direction of the wave, this produces areas of high pressure (**compression**) and low pressure (**rarefaction**)
- As there are areas where the air pressure is different in a sound wave, we can call sound waves a type of **pressure wave**

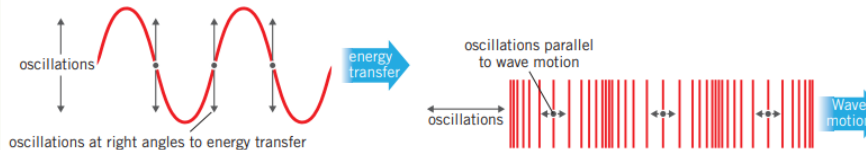


- Sound can be detected with a **microphone**, the microphone will change air pressure into a changing potential difference
- Sound can be produced with a **loudspeaker**, the changing potential difference causes changes in air pressure
- Changes in air pressure will be caused by the diaphragm of the loudspeaker vibrating and causing the movement of the air particles

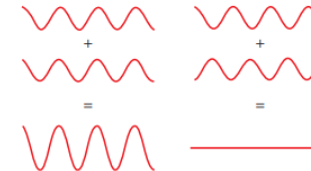


Types of waves

- Transverse waves** vibrate at 90° to the direction at which they are travelling, they move up and down as well as forward
- Longitudinal waves** vibrate in the direction in which they are travelling



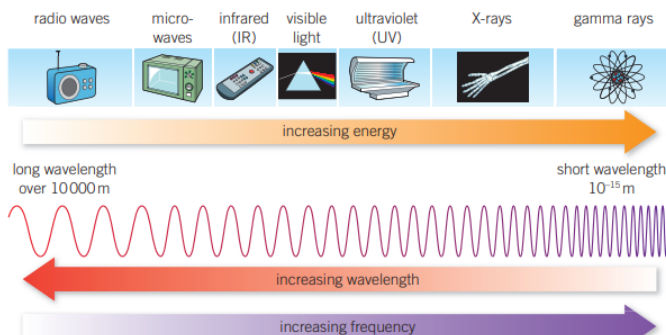
- When waves are put together they **superpose**, this means they will either add together or cancel each other out
- When the waves are in line with one another they add together, increasing the amplitude of the wave
- When the waves are not in line, they will cancel each other out, decreasing the amplitude of the wave



Ultrasound

- Humans can hear sounds with a frequency between 20–20000Hz.
- ultrasound** is any sound with a frequency of higher than 20000Hz
- As ultrasound has a high frequency it causes the particles it interacts with to vibrate more quickly, this means that it can be used in:
 - Ultrasonic cleaning – dirt particles are 'shaken' off of objects
 - Physiotherapy – the ultrasound waves causes liquid particles in the body to move more quickly and hence get warmer

Electromagnetic spectrum

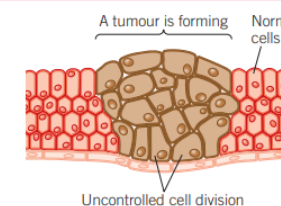


Uses of the electromagnetic spectrum

Radio waves	TV signals
Microwaves	Mobile phones
Infrared	Heating and cooking
Visible light	Photography
Ultraviolet waves	Detecting forgeries, sunbeds
X-rays	Imaging broken bones
Gamma rays	Killing cancer cells

Ionisation

- The higher the frequency of the wave, the higher the energy
- High energy waves can lead to **ionisation**, where electrons are knocked off of atoms in cells
- This can cause mutations in cells if the DNA is affected and this can lead to cancerous tumours forming
- The ionising waves in the electromagnetic spectrum are gamma, X-rays and ultraviolet rays



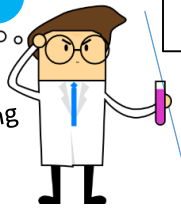
Key terms

Make sure you can write definitions for these key terms.

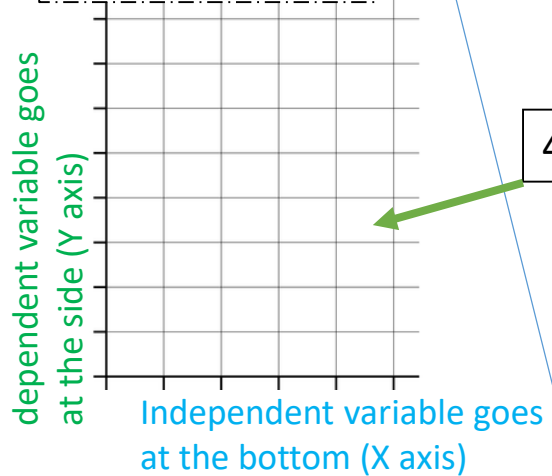
compression electromagnetic spectrum gamma rays infrared ionisation longitudinal wave loudspeaker microphone microwaves
pressure wave radio waves rarefaction superpose transverse wave ultrasound ultraviolet visible light wave X-rays

Writing a scientific investigation

Scientific investigations are all about answering a question.



"Graph to show how the independent variable effects the dependent variable."



1 Aim
What am I trying to find out?

2 Prediction
Have a guess! What do you expect to see?
"I think that... Because..."

3 Method
How will you investigate your aim? What equipment will you use? Make sure you refer to all your variables in your method.
What will you change? Measure? Keep the same?

4 Results:
Take a minimum of three readings and calculate an average (mean) to minimize the effects of 'random errors' (mistakes).
Display your results in a table and/ or a graph.

5 Analysis - Point, Evidence
What do your results show you?
"As we increased/ decreased Independent variable the dependent variable increased/ decreased. For example...(include evidence from your results).

6 Conclusion- Explain
Why did that happen?
"I think this happened because....."

7 Evaluation
What would you do to improve your experiment next time?

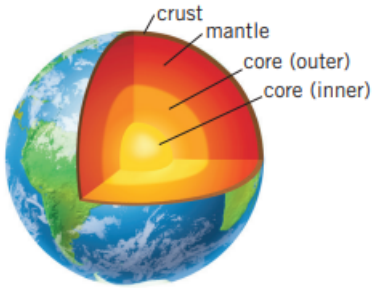
- Top tips for a great method:
- Use the sequencing words
 - Use correct scientific terminology for equipment
 - Use impersonal writing for example: 'Measure out 100cm³ of water'
 - Use specific quantities with the correct units
 - Use bullet points or numbered stages

- SEQUENCING
- first, second, third...
 - finally
 - next
 - meanwhile
 - after
 - then
 - subsequently

Variable	Definition
Independent	What we are changing in our experiment
Dependent	What we are measuring in our experiment
Control	What we need to keep the same in our experiment

- CAUSE and EFFECT
- because
 - so
 - therefore
 - thus
 - consequently
 - hence
- CONTRASTING
- whereas
 - instead of
 - alternatively
 - otherwise
 - unlike
 - on the other hand..
 - conversely

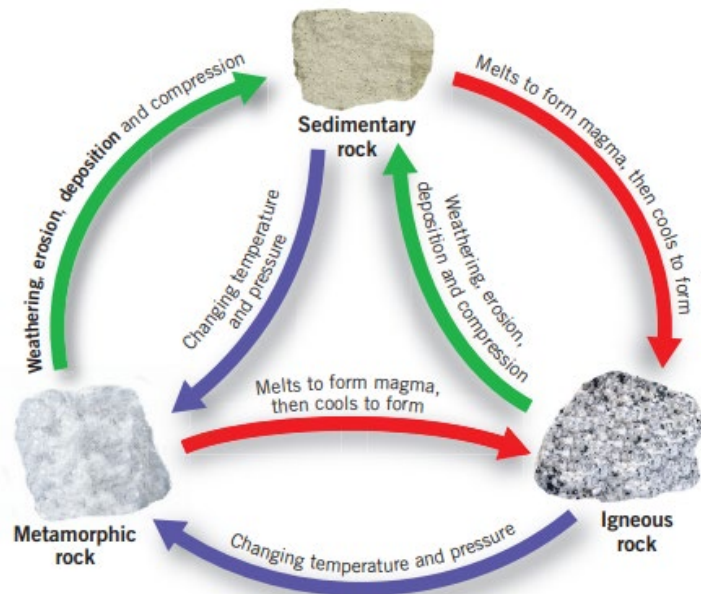
The Earth



The Earth has three main layers:

- The **crust** is rocky and solid
- The **mantle** is made from mainly solid rock but this can flow
- The **outer core** is liquid metal and the **inner core** is solid

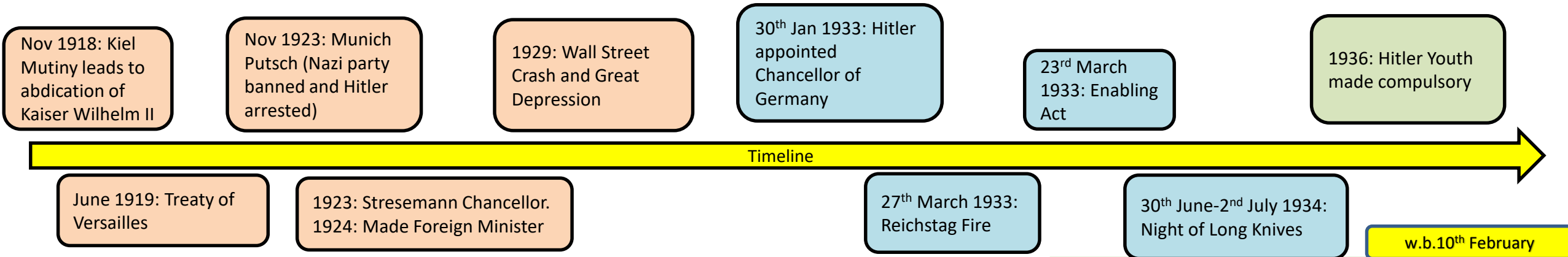
Type of rock	How it is formed	Properties	Uses
sedimentary rock	<ul style="list-style-type: none"> • sediment piles up in one place and, over many years, sticks together by compaction or cementation • compaction: weight of sediments above squeeze them into rocks • cementation: another substance sticks the sediments together 	<ul style="list-style-type: none"> • porous: made of small grains stuck together so there are holes that water can pass through • soft: easy to break apart the sediments 	building materials (e.g. <i>sandstone</i> and <i>limestone</i>)
igneous rock	<ul style="list-style-type: none"> • when liquid rock cools it turns into igneous rocks these are made of crystals locked tightly together • magma: liquid rock underground-cools slowly and forms large crystal • lava: liquid rock above the ground-cools quickly and forms small crystals 	<ul style="list-style-type: none"> • durable and hard (difficult to damage): the crystals are locked tightly together • not porous: there is no space between crystals 	pavement rail tracks
metamorphic rock	<ul style="list-style-type: none"> • other rocks under that Earth are heated and put under pressure • over time, these rocks become metamorphic 	<ul style="list-style-type: none"> • not porous: there is no space between crystals 	marble used for kitchens slate used for roofing tiles



The rock cycle

The **rock cycle** shows how rocks change and how their materials are recycled over millions of years

History - Year 9 – Spring 1 – How did Hitler create a dictatorship in Germany?



Enquiry 1: How did Hitler come to power in Germany?

Key words:

w.b. 13th
January

Kaiser: Emperor of Germany.

Chancellor of Germany: In charge of day-to-day running of Germany. Under the President.

Hyperinflation: When the value of money decreases but prices go up- money becomes virtually worthless.

- The Weimar were unpopular for signing the Armistice to end WW1, Treaty of Versailles, the occupation of the Ruhr and hyperinflation.
- Stresemann solved Germany's economic problems by establishing a new currency (the Rentenmark) and signing the Dawes and Young Plans. He also made Germany internationally respected again through foreign policy acts such as the Locarno, League of Nations, and Kellogg Briand Pact.
- Despite all this, Germany faced the Great Depression as a result of the Wall Street Crash in 1929 that led to distrust in the government and rise of support for extremists like Hitler.

Enquiry 2: How did Hitler take Germany from democracy to dictatorship?

Key words:

w.b. 27th January

Reichstag: Name of the German parliament

Communist: a social theory where all property is owned by the community/state

Enabling Act: allowed Hitler to issue laws without the consent of Germany's parliament

- On 30th January 1933 he was elected Chancellor instead and almost immediately began the creation of his dictatorship in Germany.
- This began with the Reichstag Fire- for which he blamed the communists. This then led to the Enabling Act. In 1934 he purged his own party in a brutal attack called the Night of the Long Knives. By August 1934 he had the German army swear loyalty to him as the Fuhrer of Germany.
- During this time he used his own forces and methods to create a police state in Germany. This included the use of the SS, the Gestapo and concentration camps for political opponents set up as early as 1933 at Dachau.

Enquiry 3: What was it like to live in Nazi Germany?

Key words:

Lebensborn: Nazi programme to create racially pure German babies with SS soldiers

Edelweiss Pirates: A youth opposition group- small scale
Hitler Youth/BDM: Compulsory youth groups to indoctrinate the youth into supporting the Nazis and training for the military.

- The Nazi ideal for women was a domestic housewife who prioritised her husband and children. Women were rewarded for having children, such as through the Law for the Encouragement of Marriage Act and medals on August 12th for women who had 4+ children.
- Youth groups such as the Hitler Youth and the BDM were set up as early as 1933 and became compulsory in December 1936.
- There was some opposition to the Nazis, such as the Edelweiss Pirates who would act out against Nazi ideals by wearing American-style clothing and listening to jazz and swing music.

Homework 1: 13th January

Location and Background

Birmingham is located in the West Midlands in England. It is in the continent of Europe. It is the second most populated city in England (1.149 million) after London.

City's importance

- Top 15 'Best Cities in Europe' to do business – there are 31,000 businesses.
- Historic centre of manufacturing – a pull factor for migrants.
- Birmingham is due to host the 2022 Commonwealth Games.
- Centre of the country – focus of more motorways than any other place.

Homework 2: 27th February

Migration to Birmingham

- The first wave of migrants were rural-urban migrants who were moving to Birmingham for work in the industrial age.
- During World War 2, there was migration from Eastern Europe by refugees. Following World War 2, there was migration from Commonwealth countries who were invited to move to Britain to help with the rebuilding following the war.
- From 2004, there was migration from newly joined EU members such as Poland, who moved to the UK for better employment opportunities.

Opportunities

Social: Cultural mix as a result of migration – Balti Triangle and Chinese Quarter. Several recreation and entertainment activities available such as music venues, bar, restaurants and football stadiums.

Economic: Regeneration of Brindley Place has attracted tertiary and quaternary services into the area. These lead to higher paid jobs, increasing the economy of the area.

Environmental: The creation of the Eastside City Park has increased green space and the integrated transport system reduces the need for cars.

Homework 3: 10th February

City Challenges

Social: Urban deprivation when comparing certain areas of Birmingham highlights the impact of deindustrialisation in the area. This includes inequality in housing, education and health.

Economic: The decline in the manufacturing (secondary) industry left many people without a job. Regeneration has provided jobs, but not for the skills set of those who were made redundant. This means employment is higher than expected.

Environmental: Dereliction as a result of deindustrialisation means some areas of Birmingham have empty factories which could be contaminated and polluting the local area.



Light Hall Knowledge Mat

Y9 Scheme of learning

MFL - French HT3

Le sport en direct

Dans ma ville / mon village,

il y a ...
beaucoup de
possibilités sportives.
peu de
possibilités sportives.
une salle de fitness

*In my town / my village,
there are ...
lots of
sporting opportunities.
few / not many
sporting opportunities.
a gym*

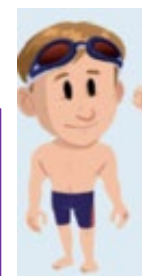
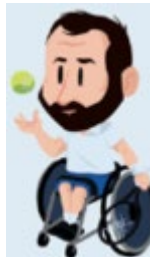
On peut jouer au / à la / à l' / aux ...
On peut faire du / de la / de l' / des ...

*You can play ...
You can do ...*

le basket / le billard
le cyclisme / le vélo
le foot(ball) / le footing
le handball / le hockey
le judo / le patin à glace
le rugby / le ski / le tennis
le tennis de table
le ping-pong
le volleyball
la danse / la gymnastique
la musculation
la pétanque / les boules
la voile / la planche à voile
l'athlétisme / l'équitation
les arts martiaux

*basketball / snooker
cycling
football / jogging
handball / hockey
judo / ice skating
rugby / skiing / tennis
table tennis
table tennis
volleyball
dance / gymnastics
weight training
boules
sailing / windsurfing
athletics / horse riding
martial arts*

06/01



Je trouve le tennis/la gymnastique ...

amusant(e).
compiqué(e).
divertissant(e).
fatigant(e).
intéressant(e).
passionnant(e).
relaxant(e).
violent(e).
ennuyeux / ennuyeuse.
difficile.
facile.
À mon avis / Pour moi ...
le footing est plus facile que
la natation.
la voile est moins amusante
que le ski.

03/02

I find tennis / gymnastics ...
fun.
complicated.
entertaining.
tiring.
interesting.
exciting.
relaxing.
violent.
boring.
difficult.
easy.
In my opinion / For me ...
jogging is easier than
swimming.
sailing is less fun than
skiing

A final consonant is usually silent, unless it is followed by -e. So what is the difference in pronunciation between *tout droit* and *à droite*?



Directions

Pour aller ...
au stade? / au lac?
au centre aquatique?
au vélodrome?
au parking?
au bureau d'information?
au restaurant self-service?

Directions

*To go to...
the stadium / the lake?
the aquatic centre?
the velodrome?
the car park?
the information office?
the self-service restaurant?*

à la piste d'athlétisme?
à la salle de gymnastique?
à la gare SNCF?
à la gare routière?
à l'hôtel?
aux courts de tennis?
aux magasins?
aux toilettes?

*the athletics track?
the gymnastics hall?
the train station?
the bus station?
the hotel?
the tennis courts?
the shops?
the toilets?*

Je suis membre d'un club.
Je m'entraîne deux fois par semaine.
Mon héros sportif ...
Mon héroïne sportive est ...
Il/Elle a gagné.
Il/Elle a marqué un but.

*I am a member of a club.
I train twice a week.
My sporting hero is ...
My sporting heroine is ...
He/She won.
He/She scored a goal*

Pour être en bonne santé

Il faut ...
travailler dur.
manger équilibré.
boire beaucoup d'eau.
avoir de l'assurance.
être motivé(e) et déterminé(e).
aller à la salle de fitness.
dormir huit heures par nuit.
faire d'autres activités aussi.
Il ne faut pas ...
fumer de cigarettes.
consommer de drogue.

*To be in good health
It is necessary ...
to work hard.
to eat healthily.
to drink lots of water.
to be confident.
to be motivated and determined.
to go to the gym.
to sleep for 8 hours a night.
to also do other activities.
You must not ...
smoke cigarettes.
take drugs.*

20/01



Les parties du corps

le bras / la jambe
le cou
le dos
le genou
le nez
le pied / la main
le ventre / l'estomac
la bouche
la gorge
la tête

Body parts
arm / leg
neck
back
knee
nose
foot / hand
stomach
mouth
throat
head

l'épaule
l'œil / les yeux
l'oreille
J'ai mal au bras.
J'ai mal à la gorge.
J'ai mal à l'œil.
J'ai mal aux yeux.
J'ai de la fièvre.
Je me suis blessé au pied / à la tête /
à l'épaule.
Je me suis blessé(e) aux jambes

shoulder
eye / eyes
ear
I have a sore arm.
I have a sore throat.
I have a sore eye.
I have sore eyes.
I have a temperature.
I've hurt my foot / head /
shoulder.
I've hurt my legs.

Chez le docteur

J'ai la grippe.
J'ai un rhume.
Il faut ...
rester au lit.
utiliser une crème.
mettre un pansement.
pratiquer des exercices
modérés.

*At the doctor's
I have the 'flu.
I have a cold.
You must ...
stay in bed.
use a cream.
put on a bandage.
do some gentle exercises.*

prendre des antidouleurs.
Vous allez bien?
Ça ne va pas.
Depuis quand?
depuis trois jours
depuis hier

*take painkillers.
Are you well?
I'm not well.
Since when?
for three days
since yesterday*



¿En qué trabajas? What's your job?

Soy...	I am...	jardinero/a	a gardener
camarero/a	a waiter	limpiador(a)	a cleaner
cocinero/a	a cook	peluquero/a	a hairdresser
dependiente/a	a shop assistant	repcionista	a receptionist

6th January

¿Qué tienes que hacer? What do you have to do?

Tengo que...	I have to...	limpiar habitaciones	clean rooms
ayudar a los clientes	help customers	preparar comida	prepare food
cortar el pelo a los clientes	cut customers' hair	servir en el restaurante	serve in the restaurant
hablar por teléfono	speak on the phone	vender productos en la tienda	sell products in the shop

Opiniones Opinions

¿Te gusta tu trabajo?	Do you like your job?	monótono	monotonous
(No) Me gusta (nada) mi trabajo porque es...	I (don't) like my job (at all) because it is...	repetitivo	repetitive
creativo	creative	Mi jefe/a es severo/a.	My boss is strict.
estresante	stressful	Los clientes (no) son simpáticos.	The customers are (not) nice.
fácil	easy	Los clientes son horrorosos.	The customers are awful.
interesante	interesting		

¿Qué te gustaría hacer? What would you like to do?

Me gustaría...	I would like...	Por eso me gustaría ser...	Therefore I would like to be...
No me gustaría (nada)...	I wouldn't like... (at all)		
trabajar al aire libre	to work in the open air	cantante	a singer
trabajar con animales	to work with animals	diseñador(a)	a designer
trabajar con niños	to work with children	enfermero/a	a nurse
trabajar en equipo	to work in a team	mecánico/a	a mechanic
trabajar en una oficina	to work in an office	periodista	a journalist
trabajar solo/a	to work alone	policía	a police officer
hacer un trabajo creativo	to do a creative job	profesor(a)	a teacher
hacer un trabajo manual	to do a manual job	veterinario/a	a vet

¿Qué tipo de persona eres? What type of person are you?

En mi opinión, soy...	In my opinion, I am...	organizado/a	organised
Creo que soy...	I believe I am...	paciente	patient
muy / bastante...	very / quite...	práctico/a	practical
ambicioso/a	ambitious	responsable	responsible
hablador(a)	talkative	sociable	sociable
independiente	independent	trabajador(a)	hard-working
inteligente	intelligent		

3rd February

¿Qué tal ayer en el trabajo? How did you get on at work yesterday?

Por la mañana...	In the morning...
Por la tarde...	In the afternoon...
A la hora de comer...	At lunchtime...
bebí una botella de cola	I drank a bottle of cola
comí una hamburguesa	I ate a hamburger
dormí un poco	I slept for a bit
escuché música	I listened to music

20th December

escribí SMS a mis amigos	I wrote text messages to my friends
hablé por Skype™	I talked on Skype™
jugué a un videojuego	I played a video game
llegué tarde al trabajo	I arrived late for work
perdí mi trabajo	I lost my job

Escribo correos.	I write emails.
Hago reservas.	I make reservations.
Hago entrevistas.	I do interviews.
Organizo excursiones.	I organise excursions.
Preparo el programa.	I prepare the programme.
Salgo con los grupos.	I go out with the groups.
Trabajo con mi equipo.	I work with my team.
Viajo mucho.	I travel a lot.
Voy a la oficina.	I go to the office.

¿Qué idiomas hablas? What languages do you speak?

Hablo español, inglés y alemán. I speak Spanish, English and German.

Los idiomas son importantes. Languages are important.

¿Te gusta tu trabajo? Do you like your job?
Me encanta mi trabajo porque... I love my job because...

es muy práctico	it's very practical
es muy variado	it's very varied
Ayer...	Yesterday...
conoci a...	I met...
fui a...	I went to...
hablé con...	I spoke to...
organicé una visita para...	I organised a visit for...
preparé un programa especial	I prepared a special programme
viajé en helicóptero	I travelled by helicopter

Human rights

Set out in 1948 by the United Nations (UN)



Society treats people fairly whether they are wealthy or poor

Rights and responsibilities

Social Justice

- Freedom of religious beliefs
- Freedom of speech (but not to cause offence to anyone)
- Children have the right to be free from neglect/abuse.



Christians believe everyone should be treated with social justice and fairness. Muslims believe that it is their social responsibility to work for justice.

The universal declaration of human rights

Sets out basic human rights that everyone should be entitled to.

The UDHR includes 30 basic rights for all humans.

Examples include the right to: Liberty, security, privacy, marriage, education, fair trial etc.

Cairo declaration of Human rights

In 1990- the 57 states of the Islamic Conference adopted the CDHR- based on the Qur'an and Sunnah... based on equality for all.



Prejudice means to prejudge someone before you get to know them



20th Jan 2025

Prejudice and discrimination

Discrimination means to treat someone differently to based on prejudgements.

Causes of discrimination and prejudice

- Fear
- Upbringing
- Ignorance
- Media
- Peer pressure

Effects of discrimination and prejudice

- Hate crime
- Verbal/physical abuse
- Low self-esteem

Types of discrimination and prejudice

- Racism
- Homosexuality

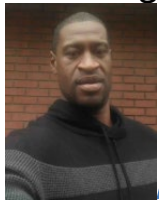


Positive discrimination:

To treat someone more favourably because they have been discriminated against in the past- this helps to ensure equality of opportunity.

Prejudice & Discrimination

Case study: George Floyd



What happened?

3rd Feb

What did it lead to?

- 25th May 2020 Minneapolis USA.
- Mr. Floyd died after being handcuffed and pinned to the ground under the knee of police officer Derek Chauvin, for more than nine minutes.
- Video's circulated online showing the police officer holding his knee on Mr. Floyd's neck on a street corner as he gasped for breath.

- The video led to large protests against police brutality and racism in Minneapolis and across the United States in the months that followed.
- Chauvin, 47, was sentenced to serve a 22-year sentence for the second-degree murder of Mr Floyd.



7th Jan 2025

Key words

Human rights, social justice, freedom of speech, expression of belief, prejudice, discrimination, sexuality, racism, transgender, brutality.

Christian and Muslim views on social justice and Human rights

Christian

- Works for justice as it is a religious and social responsibility.
- Christians promote social justice by following Jesus' teachings. .

Muslim

- Giving **Zakah** (charity)- compulsory payment of 2.5% of their wealth to good causes every year
- Becoming involved in social and community projects such as working with the homeless or the poor or supporting charities such as Islamic Aid.



Religious Views on Sexuality

Jewish views



- Two verses in [Leviticus \(Leviticus 18:23 and Leviticus 20:13\)](#) express disapproval of homosexuality. According to [Leviticus 20:13](#): "If a man lies with a man as one lies with a woman, both of them have committed an abomination;"
- Some Jewish authorities have argued that since homosexuality is not chosen, its expression cannot be forbidden.
- One of the core commandments of Judaism is "Love your neighbour as yourself" (Leviticus 19:18).
- Many Jewish groups such as Reform Jews have taken steps to fight for equality for gay and lesbian Jews.
- In 1977 The CCAR, the Reform movements Rabbinical council drafted a call to decriminalize homosexuality and end all discrimination based on sexual orientation.

[View on transgender issues](#)

Jewish views

- The Reform movement [in 2015](#) issued a statement expressing support for transgender rights.
- Case study: **Abby Stein** transgender Jew working to raise support and awareness for trans rights.

Religious views on Racism

Buddhist views



- Buddhism rejects racism. One Buddhist concept is **dependent origination**, meaning, all life is interconnected—that nothing exists in isolation.
- Simply put, it means that to harm another is to harm yourself. To support and care for another person is to also care for and support yourself.
- That which divides people (racism), causing disrespect and mistrust, is not only bad, but evil.
- Vasettha Sutta (3.9) if you judge people by their physical appearance you are reducing human beings.
- The Dalai Lama has said the responsibility to Fight Racial Injustice Lies With 'the People'.



W/c 6th January 2025 - ICT

Sound

Computers work in binary, all data must be converted into binary in order for a computer to process it.

An analogue-to-digital converter will capture a sound wave at regular time intervals. This recording is known as a **SAMPLE**

SAMPLE RATE is the number of samples recorded in any given period of time. The higher the sample rate, the closer the recorded signal is to the original. Sample rate is measured in hertz

BIT RATE is simply a measure of how much data is processed for each second of sound. Bit rate is calculated by:
Sample rate × bit depth

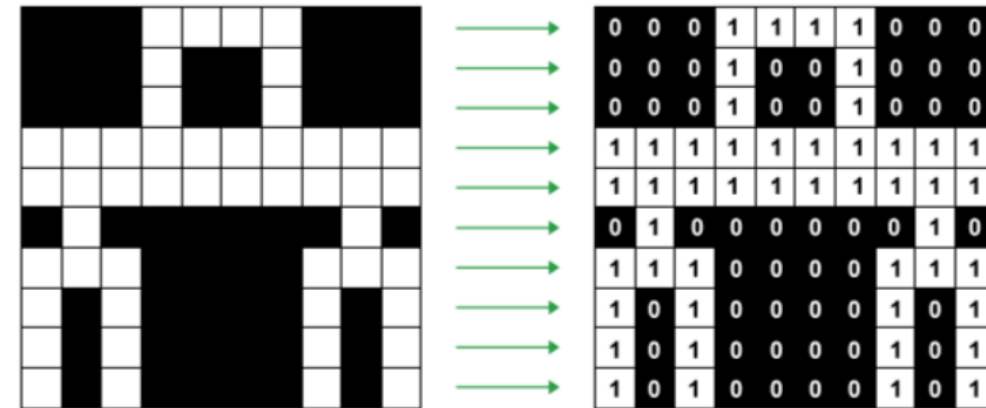
W/c 20th January 2025

Images

How an image is represented as a series of pixels, represented in binary

Consider a simple black and white image. If 0 is black (or off) and 1 is white (or on), then a simple black and white picture can be created using binary.

To create the picture, a grid can be set out and the squares, known as pixels, coloured (0 - black and 1 - white):



W/c 3rd February 2025

File Sizes

A binary digit is known as a bit. A bit is the smallest unit of data a computer can use. The binary unit system is used to describe bigger numbers too

Size	Unit
4 bits	1 nibble
8 bits	1 byte (B)
1,000 bytes (1,000 B)	1 kilobyte (KB)
1,000 kilobytes (1,000 KB)	1 megabyte (MB)
1,000 megabytes (1,000 MB)	1 gigabyte (GB)
1,000 gigabytes (1,000 GB)	1 terabyte (TB)
1,000 terabytes (1,000 TB)	1 petabyte (PB)

W/C 6th January – Food Poisoning Bacteria & High Risk Food

W/C 20th January – Food Poisoning Bacteria

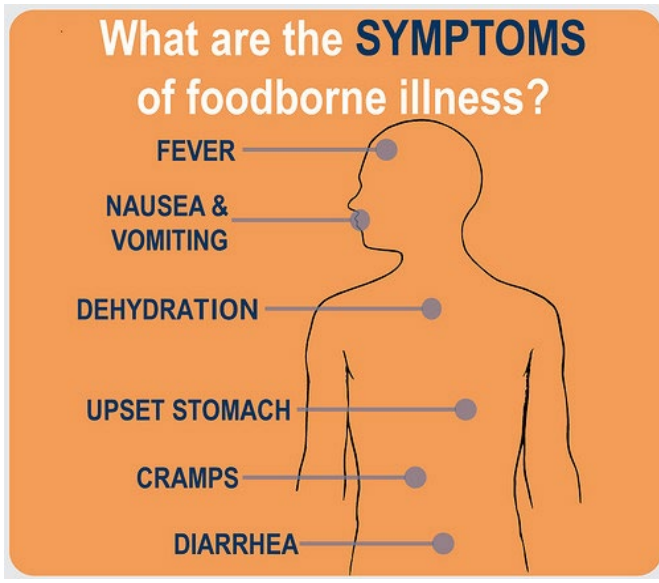
Food poisoning

Food poisoning can be caused by:

- bacteria, e.g. through cross-contamination from pests, unclean hands and dirty equipment, or bacteria already present in the food, such as salmonella;
- physical contaminants, e.g. hair, plasters, egg shells, packaging;
- chemicals, e.g. cleaning chemicals.

High risk food

Bacteria easily multiply on foods known as 'high-risk food'. These are often high in protein or fat, such as cooked meat and fish, dairy foods and eggs. Cooked pasta and rice are also regarded as high risk foods if they are not cooled quickly after cooking and stored below 5°C.



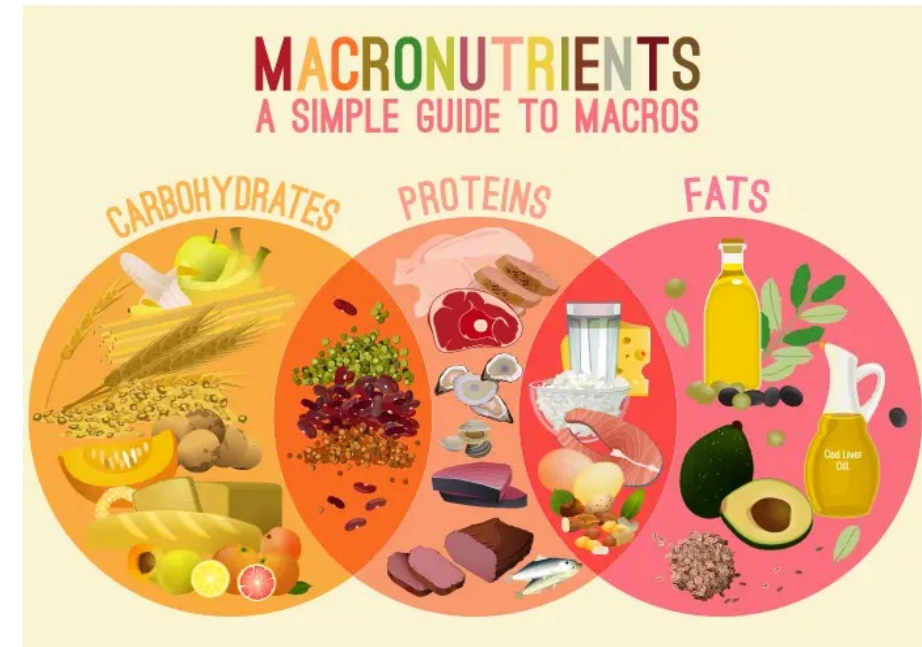
What is a **high risk food**?

A food which is an ideal medium for the growth of bacteria or microorganisms. We like **moisture**, **protein** and **warmth** to grow

<u>KEY WORDS</u>	<u>MEANING</u>
Food Poisoning	An illness caused by eating contaminated food.
High Risk Food	Ready –to-eat moist foods usually high in protein and are easily contaminated by bacteria if they are not stored properly.
Reproduce	When animals and plants make more of their own kind.
Binary Fission	How each bacterium reproduces by splitting in two
Dormant	When bacteria are inactive and cannot grow at all
Temperature Probe	Advice with a metal spike which takes the temperature of food.

HOW THE BODY USES MACRONUTRIENTS

MACRONUTRIENT	USES IN THE BODY	FOODS
PROTEIN	<p>The body uses protein to:</p> <ul style="list-style-type: none"> • Repair tissue • Build muscle • Maintain strong immune function • Make essential hormones and enzymes 	<p>Protein is found in:</p> <ul style="list-style-type: none"> • Milk • Cheese • Yogurt • Meat <p>Poultry Fish legumes</p>
FAT	<p>The body uses fat to:</p> <ul style="list-style-type: none"> • Provide energy • Store energy • Help absorb Vitamins A, D, E, and K • Maintain proper cell function • Create a protective cushioning layer around organs 	<p>Fat is found in:</p> <ul style="list-style-type: none"> • Liquid oils • Nuts • Seeds • Cheese <p>Meat Butter Dressings</p>
CARBOHYDRATES	<p>The body uses carbohydrates to:</p> <ul style="list-style-type: none"> • Provide energy for muscles • Fuel the brain, nervous system • Maintain digestive/intestinal health • Spare muscle form being broken down for energy 	<p>Carbohydrates are found in:</p> <ul style="list-style-type: none"> • Fruits • Bread • Crackers • Pizza • Cereal • Pasta <p>Potatoes Milk Yogurt Jam Cake, cookies Candy</p>



SAHARAN SOUNDS

African instruments are often made from plants and animal products such as hide and bone. African musicians are very fond of PERCUSSION instruments and use a wide variety of drums (called MEMBRANOPHONES). Drums are traditionally used as an accompaniment to singing, dancing, working and communicating between villages. Drummers are typically the most respected members of their community.



YEAR 9-
SPRING 1
MUSIC
WC 6th Jan

Characteristic Rhythms and Metres, Traditional Rhythm Patterns & Repetition and Ostinato

REPETITION and CYCLIC RHYTHMS used to organise music. A repeated rhythm pattern (OSTINATO or TIMELINE) is used as a basis for IMPROVISATION to "hold the piece together". Use of SYNCOPATION, POLYRHYTHMS (shown below right), CYCLIC RHYTHMS and CROSS-RHYTHMS (shown below left). MASTER DRUMMER can give musical 'cues' to performers to change rhythms during a performance and can also choose to ACCENT different beats within a RHYTHM CYCLE.



Pitch & Melody and Harmony & Tonality

Most African melodies are based on a "limited number of pitches" - four, five, six or seven note SCALES and are normally short and simple, often expanded by REPETITION and IMPROVISATION. The pitch in African drumming is largely determined by the tuning of the drums. African singers often create vocal harmony by singing in thirds, fourths or fifths. UNISON and PARALLEL OCTAVE harmony is also common. The basic form of African Vocal Music is CHORAL SINGING known as CALL AND RESPONSE where one singer (SOLOIST) or small group of singers sings a line and the whole group (CHORUS) makes a reply (often a fixed REFRAIN) - like a "musical conversation" - in alternation with the "lead singer". The soloist often IMPROVISES. African singers often "shout words" (VOCABLES) and male and female singers enjoy using their highest VOCAL REGISTER known as FALSETTO. African singing can be accompanied by instruments but can also be unaccompanied (A CAPPELLA).

Ornamentation

The MASTER DRUMMER can elaborate and decorate his solo drum part with ACCENTS and playing in a technically demanding style to "show off" to the rest of the drum ensemble and audience.

WC 20th
Jan

Texture

In West Africa, drum ensembles have 3-5 players each with a distinctive method of striking their drum and playing interlocking rhythms. This creates a THICK and complex POLYPHONIC texture.

Dynamics

Since African Drumming is often performed outside and at social gatherings and celebrations, the dynamics are generally LOUD (FORTE - *f*) or VERY LOUD (FORTISSIMO - *fff*), but like changes in tempo, can be indicated by the MASTER DRUMMER.

Tempo

FAST - designed for dancing and social gatherings - tempo will match the dance steps. The MASTER DRUMMER can both establish the tempo as well as speed up (ACCELERANDO) or slow down (DECELERANDO) or even set a new tempo with musical 'cues'.

Ensemble

A MASTER DRUMMER often leads giving signals to the rest of the group to change rhythms or sections of the piece and can also control the TEMPO. He often IMPROVISES highly complicated rhythms and can indicate the ending of a piece of music as well as playing the "CALL" to CALL AND RESPONSE SECTIONS which are "responded" by the drum ensemble.

Form & Structure and Phrasing

The structure of a piece of African drumming depends on the MASTER DRUMMER and has no fixed or determined length, entirely dependent on the rhythms used.

WC 20th
Jan

Origins and Cultural Context of the Traditional Music

African Drumming is 'traditional' and handed down via the ORAL TRADITION (not written down). Not performed 'at a concert', rather everyone joins in by dancing or playing an instrument, singing or clapping. Combines other art forms and heard at special occasions and celebrations. Many Africans believe that music serves as a link to the spirit world.

Musical Characteristics of Folk Music

Traditional drums such as the DJEMBE, TALKING DRUM and DUNDUN remain popular in African music today, often combined with a number of percussion instruments, stringed instruments and woodwind instruments. RHYTHM remains a key feature of African drumming.

Impact of Modern Technology on Traditional Music

African music has been a major influence on the development of popular music contributing rhythms, structures, melodic features and the use of improvisation to such styles as blues, gospel and jazz, brought over to America by slaves. High quality recordings of traditional African music are now possible with advanced recording techniques.

Artists, Bands & Performers of African Drumming



Ladysmith Black

WC 3rd Feb



Other percussion instruments such as clappers, maracas, scrapers, gongs and xylophones (called BALAFONS) produce their sound by vibration and are known as...

Instrumentation - Typical Instruments, Timbres and Sonorities



Stringed instruments (CHORDOPHONES) such as bows, lyres, zithers, harps and the KORA are popular as well as some woodwind instruments (AEROPHONES) such as whistles, flutes, reed pipes, trumpets and horns.

