Welcome to your new Homework Journal. Inside you will find all of your homework for the next half term. For each subject there will be the knowledge organisers for all the information you will need to know, along with a set of tasks your teachers will set you for homework.

You will be expected to complete your homework tasks by the time your teacher asks, and to the best of your ability. Make sure you keep your Homework Journal neat, organised and safe—if you lose your journal you will be expected to buy a new one and copy up all of the homework again!

If you want to do any extra revision at home, you can also use the knowledge organisers to revise all of the key knowledge for your subjects.

**Contents:**

Art—page 3  
English—page 10  
Geography—page 18  
History—page 23  
Maths—page 29  
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PE—page 34  
RE—page 49  
Science—page 53  
Tech—page 54
Art Knowledge Organiser

Y9: Movement

What Excellent Looks Like:

- Observational drawing (A03)
- Exploration of materials (AO2)
- Light sketch
- Accurate, fluent

Development of ideas (AO2)
Present a response informed by contextual sources, eg Boccioni, Edgas Degas, Scott Eaton

Present a personal response (AO4) demonstrating
Understanding of DOTD imagery/ Composition (AO1)
Control of materials (AO2)
Understanding of colour theory (AO1)
GCSE assessment objectives

AO1: Develop ideas through investigations, demonstrating critical understanding of sources

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials,

AO3: Record ideas, observations, and insights relevant to intentions as work progresses.

AO4: Present a personal and meaningful response that realises intentions and demonstrates under-

Key Words

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line</td>
<td>A path left by a moving point such as a horizontal or curved mark</td>
</tr>
<tr>
<td>Sketch</td>
<td>Drawing using lots of lines and pressing lightly</td>
</tr>
<tr>
<td>Tone</td>
<td>The lightness or darkness of something</td>
</tr>
<tr>
<td>Texture</td>
<td>You can create textures in your artwork through different markmaking</td>
</tr>
<tr>
<td>Markmaking</td>
<td>Using your materials in different ways to create a different effect</td>
</tr>
<tr>
<td>Pattern</td>
<td>A design that is created by repeating lines, shapes, colours or tones</td>
</tr>
<tr>
<td>Colour Harmony</td>
<td>Colours that are next to each other on the colour wheel</td>
</tr>
<tr>
<td>Blending</td>
<td>Gradually changing from one colour or tone to another</td>
</tr>
<tr>
<td>Composition</td>
<td>An arrangement of shapes, patterns, lines or colours to make an artwork</td>
</tr>
<tr>
<td>Primary colours</td>
<td>Red blue and yellow. These colours cannot be mixed</td>
</tr>
<tr>
<td>Secondary colours</td>
<td>The result of missing two primary colours together</td>
</tr>
</tbody>
</table>

Assessment

<table>
<thead>
<tr>
<th>I can...</th>
<th>Tick if achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw accurately</td>
<td></td>
</tr>
<tr>
<td>Draw using a light sketch</td>
<td></td>
</tr>
<tr>
<td>Blend tones smoothly</td>
<td></td>
</tr>
<tr>
<td>Apply a full range of tones</td>
<td></td>
</tr>
<tr>
<td>Blend colours with coloured pencil/ watercolours/paint/pastel</td>
<td></td>
</tr>
<tr>
<td>Show an understanding of colour harmony</td>
<td></td>
</tr>
<tr>
<td>Create a composition informed by the theme of movement</td>
<td></td>
</tr>
<tr>
<td>Control of materials (paint / pencil)</td>
<td></td>
</tr>
<tr>
<td>Follow instructions to improve my work</td>
<td></td>
</tr>
</tbody>
</table>
Pupils will be expected to complete unfinished work at home on a weekly basis.

<table>
<thead>
<tr>
<th>Number</th>
<th>Task</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Draw an example of work by Umberto Boccioni. Add colour and/ or tone.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Draw an example of work by Edgas Degas. Add colour and/ or tone.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Draw a figure in motion i.e. a sportsperson/dancer etc. Add colour/ tone. Try looking at the photography of Scott Eaton for ideas.</td>
<td></td>
</tr>
</tbody>
</table>

**Extension**

Design a title page for all of your homework “Movement”. Present all of your homework neatly under your title “Movement”

Add notes describing each of the pictures you have drawn. What is it of? What do you think it is about?

Use the “Content Form Process Mood” writing frame available from your teacher to help you.
Task 1
Task 2
Task 3
## Plot Summary

**The Tempest (I.i)**
Alonso, the King of Naples, is on a ship with his son Ferdinand and his companions Sebastian, Antonio, Stephano and Trinculo. They are struck by a terrifying, howling storm. They abandon ship and swim to a nearby island but are washed ashore in different places. The island seems to be abandoned.

**After the Storm (II.i)**
From a nearby island, Miranda watches the huge tempest. She lives with her father Prospero and has little memory of her life before the island. Prospero tells her of his past: he was the Duke of Milan twelve years ago, but he was so involved with his books and secret studies that he did not realise his brother Antonio was stealing power from him. One night, Antonio ordered soldiers to take Prospero and Miranda and put them on a boat to their death. But they were washed ashore this island safely and have lived there ever since. Prospero has been ruler of the island. Prospero has created the storm to bring his brother to the island.

**Ariel and Caliban (II.i, cont./II.i)**
Prospero is a powerful magician who controls the spirit Ariel who completes tasks for him. Prospero has agreed to release Ariel after this last mission. Caliban is a deformed savage slave who is also under Prospero's control. He is the son of an old witch, Sycorax, and is a native of the island. Prospero taught Caliban how to speak but Caliban resents the control Prospero has over him.

**Kind Alonso (II.i)**
King Alonso and his younger brother Sebastian, as well as Antonio (the usurping Duke of Milan), wander around the island. King Alonso weeps as he believes his son Ferdinand is dead. Sebastian and Antonio plot to kill Alonso so that Sebastian can be king. They are stopped by Ariel's magical intervention.

**Caliban, Stephano and Trinculo (II.i, II.i, III.i)**
The monster Caliban is found by Stephano and Trinculo. They give him alcohol to drink and he gets drunk. Caliban offers to serve Stephano because he believes he is a god because of the heavenly drink! Caliban explains to them how Prospero has treated him and that he will be their guide on the island if they overthrew him. The three drunks go to find and kill Prospero.

Ferdinand has survived the storm. He is safely on the island and is found by Miranda. They fall instantly in love. Prospero wants to test that the love is real. Ferdinand has to endure hard labour to prove that his intentions are honourable. Miranda pities Ferdinand and wants to marry him. Prospero blesses their marriage.

**The End (IV.i, V.i)**
A marriage for Ferdinand and Miranda is arranged and celebrated with a masque attended by spirits. It is interrupted when Prospero recalls the threat from Trinculo, Stephano and Caliban. Prospero and Ariel send spirit dogs to scare them away. King Alonso, Sebastian and Antonio meet Prospero. He explains what has been happening on the island. He shows them Ferdinand and Miranda who are now married. King Alonso is filled with regret and asks for forgiveness from Prospero which he grants.

**Epilogue**
Prospero declares that he will be giving up his magic. Ariel is released from his service. The party travel back to Milan. We do not know what has happened to Caliban.

## Characters

<table>
<thead>
<tr>
<th>Character</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alonso</td>
<td>King of Naples</td>
</tr>
<tr>
<td>Ferdinand</td>
<td>Alonso's son</td>
</tr>
<tr>
<td>Gonzalo</td>
<td>the old counsellor to the King of Naples</td>
</tr>
<tr>
<td>Trinculo</td>
<td>a jester</td>
</tr>
<tr>
<td>Stephano</td>
<td>a drunken butler</td>
</tr>
<tr>
<td>Prospero</td>
<td>the rightful Duke of Milan</td>
</tr>
<tr>
<td>Miranda</td>
<td>Prospero's daughter</td>
</tr>
<tr>
<td>Ariel</td>
<td>an airy spirit; a slave of Prospero’s who earns his freedom</td>
</tr>
<tr>
<td>Caliban</td>
<td>a savage and deformed slave of Prospero’s; a native of the island</td>
</tr>
</tbody>
</table>

## The Tempest Knowledge Organiser

### Background Information
- **Shakespeare** was born in the Elizabethan era, named after Elizabeth I. After she died, James I became king. This period of history is called the Jacobean era, because Jacob is the Latin for James. Shakespeare lived and worked in both eras.
- **Italian city states** - A city-state is an area that is ruled by a major city. During the Elizabethan and Jacobean era, Italy wasn’t one unified country, but a number of small independent city-states.
- **Sea exploration** was booming in the Elizabethan era as people ‘discovered’ new parts of the world. Queen Elizabeth I was obsessed with their discoveries and was happy to pay for their travels. Led by her example, the rest of the country were also fascinated by their stories and goods.

### Keywords
- **Colonialism** - when one country establishes itself in another country. When someone **colonises** a new country, they are called a **coloniser**.
- **Usurp** - to take control of someone else’s power when you do not have the right to. Someone who usurps is called a **usurper**.
- **Tempest** - a violent storm.
- **Treason** - a crime that harms your country or government. Someone who commits treason is a **traitor**.
- **Pathos** - a situation that makes us feel sympathy or sorrow.
- **Dual nature** - having two sides.
- **Nurture** - to encourage or support the development of someone or something.
- **Tragicomedy** - a play that has some features of a tragedy and some features of a comedy.

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Task 1: Research Task
How was magic and witchcraft viewed in the time Shakespeare was writing the tempest?

Challenge: how could this link to the play?
Task 2: Etymology—Treason
Task 2: Etymology—Callous
Task 2: Analytical Paragraph

‘Caliban is the main villain of the story’

How far do you agree with this statement?

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14
Task 3: Research task

Research what we mean by the ‘Nature vs Nurture’ debate.

Challenge: how could this link to the play?
Task 5: Reflection

Go through all of the characters in the play. What do you think will happen to each character at the end of the play and why?

<table>
<thead>
<tr>
<th>Character</th>
<th>Character</th>
<th>Character</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prospero</td>
<td>Alonso</td>
<td>Gonzalo</td>
</tr>
<tr>
<td>Miranda</td>
<td>Ferdinand</td>
<td>Trinculo and Stephano</td>
</tr>
<tr>
<td>Ariel</td>
<td>Antonio</td>
<td></td>
</tr>
<tr>
<td>Caliban</td>
<td>Sebastian</td>
<td></td>
</tr>
</tbody>
</table>
**Task 6: Preparing for next half term**

Research the writer George Orwell. Create a mind map or a poster of what you have learned.
**Climate Change in the Arctic**

**The Greenhouse Effect**

The Greenhouse Effect is vital for life on Earth. The diagram below breaks down the key ideas:

1. The sun’s radiation is reflected by Earth.
2. This heats up the land and atmosphere of the Earth.
3. The radiation is then reflected by Earth.
4. Some of this reflected radiation passes through the atmosphere and back into space.
5. Greenhouse gases, such as carbon dioxide and methane trap heat within the atmosphere increasing the earth’s temperature. The amount of greenhouse gases in the atmosphere has increased due to humans burning fossil fuels. This is enhancing the greenhouse effect and heating the world further.

**Impact on Animals**

Climate change in the Arctic will have huge impacts upon animals in the Arctic. The interrelationship between animals in the food web having huge consequences. Polar Bears are one Arctic animal that will be impacted. The sea ice that Polar Bears use for hunting is melting. This means that bears have to find food on land rather than the abundant food sources in the sea. This has led to many Polar bears starving across the Arctic.

**Permafrost**

Permafrost is any ground that remains completely frozen for at least two years. In the Northern Hemisphere, permafrost covers 25% of land. As the climate warms, the permafrost is melting which is having a huge impact upon the environment. Coastal erosion is becoming more common, ecosystems will be affected and man made infrastructure, such as bridges, pipes and roads, will be affected. To add to this, permafrost has vast reserves of carbon dioxide and methane, which are released as the ice melts. These gases will enhance the greenhouse effect and cause further heating of the planet.

**People**

Climate change is having a huge impact upon the lives of the 4 million people who live in the Arctic. These people rely on the ice and the environment to sustain their lives, though as the ice melts change they must adapt. Dog sleds can no longer be used for hunting.

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**Knowledge Organiser**

**Geography of the Arctic**

**Where is the Arctic?**

The Arctic Circle is located 66° north of the Equator. There are 8 countries which can be found here: Canada, USA, Russia, Iceland, Greenland, Norway, Sweden and Finland. 4 million people live in this region.

**Ice Age Arctic**

Glacial-interglacial cycles over the past 450,000 years

During the Quaternary period, the most recent geological period which started 2.56 million years ago, the Earth has had a fluctuating climate which flipped from Ice Ages and interglacials, which is a period of warmer temperatures. We are still in an Ice Age today as there is still ice present on Earth. Ice Ages are caused by changes to the Earth’s orbit around the sun causing changes in the amount of radiation which reach the earth making the temperature warmer or colder.

**The Woolly Mammoth**

The Woolly Mammoth is the iconic Ice Age animal. These animals were around 3m tall and were covered in thick hair to keep them warm as the temperature plummeted. These animals died out as their habitat reduced as the ice age ended and were hunted by humans for their fur, tusks and meat.

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**Key Terms**

- **Arctic**: The Arctic is a polar region located at the northernmost part of Earth.
- **Ice Age**: A long period of cold temperatures which cause ice to develop at the poles.
- **Climate Change**: A change in global or regional climate patterns caused by the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels.
- **Geopolitics**: politics, especially international relations, as influenced by geographical factors.
- **Natural Resources**: materials or substances occurring in nature which can be exploited for economic gain.
- **Inuit**: indigenous people of northern Canada and parts of Greenland and Alaska.

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**Climate Change in the Arctic**

This graph shows us how the temperature has increased since the 1900s as has the amount of carbon dioxide in the atmosphere.
Who controls the Arctic?

There are 8 countries that claim parts of the Arctic (Canada, Russia, USA, Norway, Greenland, Iceland, Finland and Sweden), and they form the Arctic Council. For many years these countries have had competing claims in the region, and recently the tension has been growing. Each country wants to secure its own access to shipping lanes and resources, and so the questions of who owns what has become more important.

Some countries argue about how far their territory extends. Disputes of where countries end and new ones begin which impacts what belongs to who. Russia has made the arctic one of it’s priorities: in 2007 it sent two submarines to the seabed of the Arctic ocean to plant rust proof titanium flags to stake their claim on the Arctic.

Climate change means that one of he world’s last great unspoiled regions is under threat. It isn’t only the geography of the area that will be transformed, but also the relationships between the different countries, as each one tries to protect it’s own interests. But what is happening in the Arctic is a global issue: the changes here could have important consequences for the whole planet. It is in the interests of the Arctic countries to work together and not to let the race for resources destroy this once pristine wilderness.

Natural Resources
It is thought that vast quantities of natural gas and oil may lie in the Arctic - perhaps as much as 50 trillion cubic metres of natural gas and 90 billion barrels of oil. There are also large, undiscovered sources of gold, zinc, nickel and iron. An international agreement grants countries the right to the resources found within 200 miles from their shores.

Tourism in the Arctic
The Arctic is full of wildlife, pristine landscapes and culture, and has seen large growth in tourism over the past 15 years. The Arctic is an increasingly popular destination for British travellers both as passengers on cruise ships and onshore enjoying adventure tourism activities. The UK promotes safe and sustainable tourism in the fragile Arctic environment and is aware that the isolation of some parts of the Arctic combined with the harsh environment poses unique challenges to safe tourism.
Using the diagram, explain what the greenhouse effect is.

Using this map, describe the location of the Arctic?

Using this map, describe the location of the Arctic?

Using this map, describe the location of the Arctic?

Using this map, describe the location of the Arctic?
Use the knowledge organiser to help you complete this mind map of impacts of climate change.

What impact is Climate Change having on the Arctic?

<table>
<thead>
<tr>
<th>Climate Change</th>
<th>Greenhouse Effect</th>
<th>Permafrost</th>
</tr>
</thead>
</table>

Define these keywords:

- Climate Change
- Greenhouse Effect
- Permafrost
## Geography of the Arctic - Homework #3

<table>
<thead>
<tr>
<th>Define these keywords...</th>
<th>Use the knowledge organiser, and what we have learnt in class to help you complete this mind map thinking about 'Who controls the Arctic?'</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arctic</strong></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Iceberg" /></td>
<td></td>
</tr>
<tr>
<td><strong>Geopolitics</strong></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Chessboard" /></td>
<td></td>
</tr>
<tr>
<td><strong>Natural Resources</strong></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Forest" /></td>
<td></td>
</tr>
</tbody>
</table>

Who controls the Arctic?
Rome was very much a male-dominated society, so much so that in the Roman Republic a man could legally kill his wife or daughter if they questioned his authority. Women were not allowed to be senators, governors, lawyers, judges or any of the other official positions involved in running the Roman Empire. Women were also not allowed to vote in elections. The stigma was a sign of a Roman woman's virtue and well-being. Women of lesser social status would have simply worn the toga or tunica while the higher up in the social area you were the stola would have echoed this social value. Roman hairstyles identified the social standing of the person. The use of accessories, such as golden hairpins, would certainly send a statement of affluence in style. Women seen as respectable wore a (palla) alongside their stola and had ties in their hair (vitta). Women wore togas as well, but after the 2nd century BC, the toga was worn exclusively by men, and women were expected to wear the stola. At that point, it was considered disgraceful for a woman to wear a toga; wearing the male garment was associated with prostitution and adultery. If a respectable woman was found guilty of adultery, one of the punishments was to wear the toga. Roman society believed that a virtuous woman held qualities such as caring and selfless-placing her domestic duties before her own needs. The good wife ran an excellent household, the “domus.” The household was extremely important in Roman ideology. The upper classes saw their womenfolk in very much the same way the lesser classes saw theirs. Their primary purpose of upper-class women was considered to be the producer of children. Lower-class Roman women did have a more visible public life because they had to work for a living. Typical jobs undertaken by such women were in agriculture, markets, crafts, as midwives and as wet nurses.

### Roman Women

Witchcraft was not made a capital offence in Britain until 1563 although it was deemed heresy and was denounced as such by Pope Innocent VIII. From 1484 until around 1750 some 200,000 witches were tortured, burnt or hanged in Western Europe.

**Sexist Views and Misogyny** - There were also books written by churchmen to help others identify witches; the most famous of these probably the *Malleus Maleficarum*, or, “The Hammer of the Witches.” This was written by a witch-hunter Heinrich Kramer in 1487. Kramer’s popular book is extremely misogynist to modern eyes. For the first time, witches are identified as primarily Female; furthermore, all women are prone to indulging in witchcraft because “all witchcraft comes from carnal lust, which is in woman inexcusable.” In medieval art, the responsibility of women for this “sin” was often emphasised by giving female heads to the serpent who tempted Eve. The story is the belief that women were inferior to men, and that they were morally weaker and likely to tempt men into sin.

**The Role of Religion and Heresy** - Scientific reasoning was discouraged and belief in magic, superstition and witchcraft became common. Any attempt to question the teachings of the Church brought severe punishment. The Church, ever desirous of power and the expansion of its holdings, used the excuse of exorcising witches to further its goals. Many victims of the Inquisition were wealthy landowners—conveniently for the Church, whose rights were extended to the power of confiscating the properties of convicted witches and heretics. So transparent were their efforts in accusing and killing wealthy individuals for the purpose of obtaining their holdings that the Inquisitor Eymeric, in the 14th century complained of the scarcity of wealthy merchet expresses the fate of the church without this ready source of income.

**Superstition** - Society was highly superstitious therefore any behaviour or physical features out of the norm could be seen as superstitious activity as well as illnesses and plagues. Witches were to blame for any misfortunes such as animals dying, a bad harvest, houses being burnt down. The Pendle Witches is an example that highlights this. Most people accused of being witches tended to be old and poor and single women. Any who were unfortunate enough to be “cane-like, sunken cheeked and having a hairy lip were assumed to possess the ‘Evil Eye’”. If they also had a cat this was taken a proof, as witches always had a ‘familiar’, the cat being the most common. At a witch trial a ducking stool was used to test if a woman was a witch as well as the swimming test. If she floated she was a witch, if she drowned she was cleared of her charge and her soul went to heaven.

#### Key Terms

- **Patriarchy**
  A system of society or government in which men hold the power and women are largely excluded from it.
- **Domus**
  The type of house occupied by the upper classes and some wealthy freedmen in Roman society.
- **Feudal System**
  A way of structuring society around relationships derived from the holding of land.
- **Peasant**
  Labourer or farmer with limited land under feudalism working for their lord.
- **Nobewoman**
  A woman of high social ranking after the Royals.
- **Heresy**
  A belief or opinion that does not conform to established beliefs and customs (especially Christian) doctrine.
- **Ducking Stool**
  Chairs formerly used for punishment of disorderly women, particularly women accused of witchcraft.
- **Superstition**
  Belief or practice that is considered irrational or supernatural: often arises from ignorance, a misunderstanding of science or causality.
- **Maleus Maleficarum**
  Book written by churchmen to help others identify witches.
**Knowledge Organiser**

**Year 9 Women Through Time Unit #2**

**Women during the Industrial Revolution**

The Industrial Revolution began in Great Britain around 1760. Women of the working classes would usually be expected to go out to work, often in the mills or mines. As with the children and men the hours were long and conditions were hard. A common job for women in a coal mine was to haul carts of coal up mine shafts. The woman would have the cart full of coal attached to her waist by a strap and she would be expected to haul it through the narrow space. Women were not valued the same as men in the workplace, and were often paid much less than men. For example, while male British industrial workers were often paid about 10 shillings per week, women were paid half that.

Those who were fortunate may have become maids for wealthier families, others may have worked as governesses for rich children. The less fortunate may have been forced to work in shocking conditions during the day and then have to return home to conduct the households. Domestic needs (Washing, Cooking and looking after children etc.) Women also faced the added burden of societies demand for children. The industrial age led to a rapid increase in birth rates which clearly has an impact upon the physical strength of the mothers. It was not uncommon for families to have more than 10 children as a result of this demand: and the woman would often have to work right up to and straight after the day of the child’s birth for financial reasons, leaving the care of the new born child to older relatives. Women were forced to work 12 to 14 hours a day, not only separating them from their homes, but also paying them low wages. They were forced to work in filthy factories full of diseases and without any protective clothing. Many women saw their children get injured and sick due to the harsh condition including toxic fumes. The persistent death of young children under the age of seven was considered a product of the social ills caused by women entering the labour force. Because of the large influx of labourers from outside of urban areas, many mothers did not have reliable and accessible family with whom to leave their children while they were at work. As a result, the eighteenth century saw an increase in infant death rates. Commentators claimed that the factory woman was selfish and preferred to be employed than to reproduce and create a family. Doctors pointed out that women considered children as a symbol of their femininity and their biological maternal role, and many were not ready for either. With this being said, abortion rates were also increasing very quickly. In the 1880s the Medical Officer of Health concluded that women wanted to avoid the burden of having children, so much so that they were also blamed with the increase in the level of infanticide.

**Changes in Society**

The Industrial Revolution paved the way for later political change. Factory work allowed the breakdown of segregation between men and women as both took part in similar jobs (although with lower wages). The Mines Act of 1842 prohibited the employment of women and of children under 10 years of age, in underground mines. The Factory Act of 1847, also known as the Ten Hours Act was a United Kingdom Act of Parliament which restricted the working hours of women and young persons (13-18) in textile mills to 10 hours per day.

The industrial age meant that education increasingly offered men the opportunity to better themselves, and where educational opportunities were made available to men, they were quickly also sought by women. For instance, in 1823, the Mechanics’ Institute in London was opened to provide educational lectures for working men that they could attend outside of their working hours. By 1830, these had been opened to women as well.

**Victorian Women**

Women of the upper classes enjoyed a life of travel, fine clothes and staff to do chores for them. Their allotted goal in life was to marry, have children and raise them in an appropriate and respectable manner. The role of devoted wife and mother was highly idealized in Victorian Britain. The perfect role model for the domesticity expected of upper, and especially middle class women, was that of Victoria herself, who doted upon her husband and children, and after Albert’s death remained loyal, modest and demure. Dancing and grand social parties were commonplace in the lives of wealthy Victorian women. However, the ladies had to remember to adhere to certain unspoken rules of etiquette, lest they come across as vulgar and gain an unsavoury reputation among the other members of the elite. The rules ranged from what kind of jewellery to wear, to where and with whom they were allowed to walk. The ideal Victorian woman was pure, chaste, refined, and modest. This ideal was supported by etiquette and manners.

The lower working class lived in contrast to the lavish lifestyle. Their food was tasteless and consisted of anything that they could afford, their clothes were vastly different from the luxurious outfits of the upper class women - consisting of rag and cheap cloth, and their homes would be cold, damp and dark. These women were usually single, and relied only upon themselves for support, often working among men of the same class in workshops. Life in the workhouses was arduous and dangerous, but as long as the women were pronounced as “able bodied” they had to work, not only because of the legal requirement to do so, but to scrape together any money they could.

In London, overcrowding was endemic in the slums inhabited by the working classes. The worst areas had examples such as 90 people crammed into a 10-room house, or 12 people living in a single room. Rents were exorbitant; 85 percent of working-class households in London spent at least one-fifth of their income on rent, with 50% paying one-quarter to one-half of their income on rent. Coal-dust from stoves (and factories) was the bane of the Victorian woman’s housekeeping existence. Carried by wind and fog, it coated windows, clothing, furniture and rugs. Washing clothing and linens would usually be done one day a week, scrubbed by hand in a large zinc or copper tub. Curtains were taken down and washed every fortnight; they were often so blackened by coal smoke that they had to be soaked in salted water before being washed. Scrubbing the front wooden doorstep of the home every morning was also an important chore to maintain respectability.

**Key Terms**

**Industrial Revolution**

The rapid development of industry that occurred in Britain in the late 18th century.

**Harrier**

Also called a drawer. The historic local term for the person who brought empty coal tubs up to the coal.

**Spinning Jenny**

A spinning machine with multiple spinning frames.

**‘Angel in the House’**

Poem/Idea about the role of a woman as an obedient wife who behaves like an ‘angel’ and serves her husband.

**Fallen Women**

Term used to describe women who had fallen from ‘the grace of God’ or ‘lost their innocence.’

**Chattel**

Item of property and personal possession. Women were seen as chattel.

**1882 Married Women’s Act**

Act of Parliament that allowed married women to own and control property in their own right.

**Suffragette**

Member of militant women’s organisations.

**Suffragist**

Believed in peaceful campaigning methods, such as marching and protesting.
The Position of Women in Victorian Society

Until late in the 20th Century a married woman could own no property. English law defined the role of the wife as a 'feme covert', emphasizing her subordination to her husband, and putting her under the 'protection and influence of her husband, her baron, or lord'. Upon marriage, the husband and wife became one person under the law, as the property of the wife was surrendered to her husband, and her legal identity ceased to exist.

In 1882 the Married Woman's Property Act gave women rights to own her own property. Previously her property, frequently inherited from her family, belonged to her husband upon marriage. She became the chattel of the man. During this era if a wife separated from her husband she had no rights of access to see her children. A divorced woman had no chance of acceptance in society again.

Victorian men kept mistresses, but they still expected their wives or mistresses to be faithful to whatever their own misdeemours. If a woman took a lover it was not made public. If it did become public knowledge it would be cut by society. But men could amble along to one of their gentleman's clubs and always find a warm welcome. Nearly all Victorian physicians considered women more fragile and sensitive than men. They believed 'female illness' was hysteria.

Bedlam: Women could find themselves labelled insane and locked up in madhouses for a range of conditions - from postnatal depression to alcoholism or senile dementia, and even for social transgressions such as infidelity ('moral insanity'). A woman who rebelled against Victorian domesticity risked being declared insane and committed to an asylum. This was usually at her husband's or father's request, and she generally had no right to contest or appeal.

Women's Suffrage

National Union of Women's Suffrage Societies (NUWSS): In 1897, The National Union of Women's Suffrage Societies (NUWSS) was formed. They were led by Millicent Garrett Fawcett (1847-1929). Garrett published widely on women's issues and was a frequent public speaker on women's rights. The Suffragists believed in achieving change through parliamentary means and used lobbying techniques to persuade Members of Parliament sympathetic to their cause. Between 1870 and 1884 debates on women's suffrage took place almost every year in Parliament. The United Procession of Women, or Mud March as it became known, was a peaceful demonstration in London on 9 February 1907 organised by the NUWSS, in which more than three thousand women marched from Hyde Park Corner to the Strand in support of women's suffrage. Women from all classes participated in what was the largest public demonstration supporting women's suffrage seen up to that date. The government was scared that the women might die in prison, so they started to force feed them. The 'Temporary Discharge for Health Act' was a new law that allowed women to be set free from prison if they were so weak that they could not go on a hunger strike as this was legal and in some sections, it was even encouraged. It was believed that men needed an outlet for their sexual desires which they had to keep suppressed in their daily life. On the other hand, it gave a way to earn for women who would never have earned otherwise. There were more brothels in London than schools. In 1887, a medical journal estimated that there were around 80,000 prostitutes in London which is 3% of the total population of 2,360,000.

Women & Sexuality

Most prostitutes were considered "fallen women" because it was believed that women of the society would never opt to become a prostitute. However, the profession was legal and in some sections, it was even encouraged. It was believed that men needed an outlet for their sexual desires which they had to keep suppressed in their daily life. On the other hand, it gave a way to earn for women who would never have earned otherwise. There were more brothels in London than schools. In 1887, a medical journal estimated that there were around 80,000 prostitutes in London which is 3% of the total population of 2,360,000.

Many Suffragettes who went to prison refused to eat therefore when a Suffragette was sent to prison, it was assumed that she would go on a hunger strike as this gained maximum publicity. The government was scared that the women might die in prison, so they started to force feed them. This brought a lot of negative media attention and the government then introduced the 'Temporary Discharge for Health Act,' which was a new law that allowed women to be set free from prison if they refused to eat. The law also gave police the power to arrest and imprison Suffragettes again at a later date. It became known as the ‘Cat and Mouse Act’ because the government could arrest and imprison Suffragettes as often as they wanted under the new law. The Cat and Mouse Act allowed Suffragettes to go on a hunger strike and let them get weaker and weaker. When the Suffragettes were very weak they were then released from prison. Those who were released were so weak that they could take no part in any violence. When they had regained their strength they were re-arrested and the whole process started again. Hunger strikers were force fed by prison doctors using steel mouth clamps and tubes. This was a painful and brutal process. Force feeding shocked the public and gained a lot of sympathy for the Suffragettes and their cause.
Your homework is to revise and learn key information from the lessons that we have had so far this term. This includes key terms and small pieces of subject knowledge. You have one week to complete this learning.

Test Yourself!! Write the definitions for the key terms below.

<table>
<thead>
<tr>
<th>Industrial Revolution</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ducking Stool</td>
<td></td>
</tr>
<tr>
<td>Hurrier</td>
<td></td>
</tr>
<tr>
<td>Spinning Jenny</td>
<td></td>
</tr>
<tr>
<td>Patriarchy</td>
<td></td>
</tr>
<tr>
<td>Superstition</td>
<td></td>
</tr>
<tr>
<td>Feudal</td>
<td></td>
</tr>
<tr>
<td>Heresy</td>
<td></td>
</tr>
</tbody>
</table>

List one difference and one similarity between Peasant Women & Women in the Industrial Age

One difference:
_______________________________________
_______________________________________
_______________________________________
_______________________________________

One similarity:
_______________________________________
_______________________________________
_______________________________________
_______________________________________

Why were women labelled as witches in the late Medieval period?

The Industrial Revolution: Changes in Society - List two

1) 
2)
Your homework is to revise and learn key information from the lessons that we have had so far this term. This includes key terms and small pieces of subject knowledge. You have one week to complete this learning.

**Test Yourself!!! Write the definitions for the key terms below.**

<table>
<thead>
<tr>
<th>‘Angel in the House’</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chattel</td>
<td></td>
</tr>
<tr>
<td>Hurrier</td>
<td></td>
</tr>
<tr>
<td>Spinning Jenny</td>
<td></td>
</tr>
<tr>
<td>Patriarchy</td>
<td></td>
</tr>
<tr>
<td>Industrial Revolution</td>
<td></td>
</tr>
<tr>
<td>Fallen Women</td>
<td></td>
</tr>
<tr>
<td>1882 Married Women’s Act</td>
<td></td>
</tr>
</tbody>
</table>

From this source I can infer...

From this source I can infer...

**Upper Class Victorian Women’s Lives**

**Lower Working Class Victorian Women’s Lives**
Your homework is to revise and learn key information from the lessons that we have had so far this term. This includes key terms and small pieces of subject knowledge. You have one week to complete this learning.

WSPU

Suffragette

NUWSS

Suffragist

Fallen Women

'Angel in the House'

1882 Married Women's Act

Cat & Mouse Act 1913

Test Yourself!!! Write the definitions for the key terms below.

**Describe 2 features of the women’s suffrage movement.**

One feature of the women's suffrage movement was...

This group believed/used....

A second feature of the women’s suffrage movement was......

This group believed/used....
### Unit 8 - constructions

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Answer</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1</td>
<td>What does equidistant mean?</td>
<td>At equal distances</td>
<td><img src="image1" alt="Equidistant" /></td>
</tr>
<tr>
<td>8.2</td>
<td>What does perpendicular mean?</td>
<td>At right angles to</td>
<td><img src="image2" alt="Perpendicular" /></td>
</tr>
<tr>
<td>8.3</td>
<td>What does bisector mean?</td>
<td>Cuts in half</td>
<td><img src="image3" alt="Bisector" /></td>
</tr>
<tr>
<td>8.4</td>
<td>What is an angle bisector?</td>
<td>Cuts the angle in half</td>
<td><img src="image4" alt="Angle Bisector" /></td>
</tr>
</tbody>
</table>

### Unit 9 - similarity and congruence

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Answer</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1</td>
<td>What is enlargement?</td>
<td>Changes the size of the shape by a scale factor from a centre point</td>
<td><img src="image5" alt="Enlargement" /></td>
</tr>
<tr>
<td>9.2</td>
<td>What is the scale factor?</td>
<td>What all the sides are multiplied by to get the enlargement</td>
<td><img src="image6" alt="Scale Factor" /></td>
</tr>
<tr>
<td>9.3</td>
<td>What are similar shapes?</td>
<td>Identical in shape, angles are the same but different in size, the ratio between sides is the same</td>
<td><img src="image7" alt="Similar Shapes" /></td>
</tr>
<tr>
<td>9.4</td>
<td>What are congruent shapes?</td>
<td>Identical in shape and size</td>
<td><img src="image8" alt="Congruent Shapes" /></td>
</tr>
<tr>
<td>9.5</td>
<td>What are the four congruency rules?</td>
<td>SSS, SAS, ASA, RHS</td>
<td><img src="image9" alt="Congruent Rules" /></td>
</tr>
<tr>
<td>9.6</td>
<td>SSS</td>
<td>Side, side, side (all sides are equal)</td>
<td><img src="image10" alt="SSS" /></td>
</tr>
<tr>
<td>9.7</td>
<td>SAS</td>
<td>Side, Angle, Side</td>
<td><img src="image11" alt="SAS" /></td>
</tr>
<tr>
<td>9.8</td>
<td>ASA</td>
<td>Angle, Side, Angle</td>
<td><img src="image12" alt="ASA" /></td>
</tr>
<tr>
<td>9.9</td>
<td>RHS</td>
<td>Right angle, Hypotenuse, Side</td>
<td><img src="image13" alt="RHS" /></td>
</tr>
</tbody>
</table>

### Unit 10 - triangles and quadrilaterals

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Answer</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.1</td>
<td>What are the properties of an equilateral triangle?</td>
<td>All angles are the same size and all sides are the same length.</td>
<td><img src="image14" alt="Equilateral Triangle" /></td>
</tr>
<tr>
<td>10.2</td>
<td>What are the properties of a scalene triangle?</td>
<td>All angles are different sizes and all sides are different lengths.</td>
<td><img src="image15" alt="Scalene Triangle" /></td>
</tr>
<tr>
<td>10.3</td>
<td>What are the properties of a right-angled triangle?</td>
<td>Contains one angle of 90°</td>
<td><img src="image16" alt="Right Angled Triangle" /></td>
</tr>
<tr>
<td>10.4</td>
<td>What are the properties of a scalene triangle?</td>
<td>Has 2 sides of equal length and 2 angles of equal size</td>
<td><img src="image17" alt="Scalene Triangle" /></td>
</tr>
<tr>
<td>10.5</td>
<td>What are the properties of a square?</td>
<td>1. All of its sides are the same length 2. All of its angles are equal (90°) 3. It has 2 pairs of parallel sides</td>
<td><img src="image18" alt="Square" /></td>
</tr>
<tr>
<td>10.6</td>
<td>What are the properties of a rectangle?</td>
<td>1. Opposite sides are the same length 2. All of its angles are equal (90°) 3. It has 2 pairs of parallel sides</td>
<td><img src="image19" alt="Rectangle" /></td>
</tr>
<tr>
<td>10.7</td>
<td>What are the properties of a rhombus?</td>
<td>1. All sides are the same length 2. None of its angles are 90° 3. It has 2 pairs of parallel sides</td>
<td><img src="image20" alt="Rhombus" /></td>
</tr>
<tr>
<td>10.8</td>
<td>What are the properties of a parallelogram?</td>
<td>1. Opposite sides are the same length 2. None of its angles are 90° 3. It has 2 pairs of parallel sides</td>
<td><img src="image21" alt="Parallelogram" /></td>
</tr>
<tr>
<td>10.9</td>
<td>What are the properties of a kite?</td>
<td>1. Adjacent sides are the same length 2. 1 pair of opposite angles are equal 3. It has 2 pairs of parallel sides</td>
<td><img src="image22" alt="Kite" /></td>
</tr>
<tr>
<td>10.10</td>
<td>What are the properties of a trapezium?</td>
<td>1. It has 1 pair of parallel lines 2. In the special case of an isosceles trapezium it has 1 pair of opposite sides of equal length</td>
<td><img src="image23" alt="Trapezium" /></td>
</tr>
</tbody>
</table>

### Unit 11 - polygons

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Answer</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.1</td>
<td>Polygon</td>
<td>Any 2D shape formed with straight lines</td>
<td><img src="image24" alt="Polygon" /></td>
</tr>
<tr>
<td>11.2</td>
<td>Regular polygon</td>
<td>A 2D shape formed with equal straight lines and equal interior angles</td>
<td><img src="image25" alt="Regular Polygon" /></td>
</tr>
<tr>
<td>11.3</td>
<td>Interior angles</td>
<td>The angles inside a polygon</td>
<td><img src="image26" alt="Interior Angles" /></td>
</tr>
<tr>
<td>11.4</td>
<td>Sum of interior angles</td>
<td>(number of sides – 2) x 180°</td>
<td><img src="image27" alt="Interior Angles" /></td>
</tr>
<tr>
<td>11.5</td>
<td>Exterior angles</td>
<td>The angles outside a polygon</td>
<td><img src="image28" alt="Exterior Angles" /></td>
</tr>
<tr>
<td>11.6</td>
<td>Exterior angles...</td>
<td>Sum to 360°</td>
<td><img src="image29" alt="Exterior Angles" /></td>
</tr>
<tr>
<td>11.7</td>
<td>Interior and exterior angles...</td>
<td>Sum to 180°</td>
<td><img src="image30" alt="Interior and Exterior Angles" /></td>
</tr>
</tbody>
</table>
### Unit 12 - equations

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Answer</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.1</td>
<td>What does solve mean?</td>
<td>Find the unknown</td>
<td>Solve to find $x$:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$2x + 1 = 5$</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$2x = 4$</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$x = 2$</td>
</tr>
<tr>
<td>12.2</td>
<td>What is the unknown?</td>
<td>The letter in an equation</td>
<td>$2x + 1 = 5$</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$x$ is the unknown</td>
</tr>
<tr>
<td>12.3</td>
<td>What does expand mean?</td>
<td>Multiply out the bracket in the expression</td>
<td>$2(x + 5) = 2x + 10$</td>
</tr>
<tr>
<td>12.4</td>
<td>What does rearrange mean?</td>
<td>Make another letter the subject of the equation</td>
<td>Make $x$ the subject</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$2x = z - y$</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$x = \frac{z - y}{2}$</td>
</tr>
<tr>
<td>12.5</td>
<td>What is the subject?</td>
<td>The letter of the equation which is on its own on one side</td>
<td>$x = \frac{z - y}{2}$</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$x$ is the subject</td>
</tr>
<tr>
<td>12.6</td>
<td>What is a linear equation?</td>
<td>An equation which forms a straight line on a graph</td>
<td>$2x + 5 = y$</td>
</tr>
<tr>
<td>12.7</td>
<td>What is a quadratic equation?</td>
<td>An equation containing a power which forms a curved line on a graph</td>
<td>$2x^2 + 5 = y$</td>
</tr>
<tr>
<td>12.8</td>
<td>$&gt;$</td>
<td>Greater than</td>
<td></td>
</tr>
<tr>
<td>12.9</td>
<td>$&lt;$</td>
<td>Less than</td>
<td></td>
</tr>
<tr>
<td>12.10</td>
<td>$x &gt; 2$</td>
<td>$x$ is greater than 2</td>
<td></td>
</tr>
<tr>
<td>12.11</td>
<td>$x \geq 2$</td>
<td>$x$ is greater than or equal to 2</td>
<td></td>
</tr>
<tr>
<td>12.12</td>
<td>$x &lt; 2$</td>
<td>$x$ is less than 2</td>
<td></td>
</tr>
<tr>
<td>12.13</td>
<td>$x \leq 2$</td>
<td>$x$ is less than or equal to 2</td>
<td></td>
</tr>
<tr>
<td>12.14</td>
<td>$2 &lt; b &lt; 4$</td>
<td>$b$ is greater than 2 and smaller than 4</td>
<td></td>
</tr>
<tr>
<td>12.15</td>
<td>$2 \leq b \leq 4$</td>
<td>$b$ is greater than or equal to 2 and smaller than or equal to 4</td>
<td></td>
</tr>
</tbody>
</table>

### Unit 13 – simultaneous equations

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Answer</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.1</td>
<td>What are simultaneous equations?</td>
<td>A pair of equations that have the same solutions for the unknown</td>
<td>$x + y = 10$</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$2x + y = 14$</td>
</tr>
</tbody>
</table>

### Unit 14 – quadratic graphs

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Answer</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.1</td>
<td>What is the y intercept?</td>
<td>Where the graph crosses the $y$ axis</td>
<td></td>
</tr>
<tr>
<td>14.2</td>
<td>What is the maximum point?</td>
<td>The point of the graph where the gradient = 0 and changes from positive to negative</td>
<td></td>
</tr>
<tr>
<td>14.3</td>
<td>What is the minimum point?</td>
<td>The point of the graph where the gradient = 0 and changes from negative to positive</td>
<td></td>
</tr>
<tr>
<td>14.4</td>
<td>What are the roots?</td>
<td>Where the graph crosses the $x$ axis (the solutions)</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Hegarty Clip Number</td>
<td>Hegarty Clip Title</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>---------------------</td>
<td>--------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>680</td>
<td>Congruence</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>823</td>
<td>Triangles</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>824</td>
<td>Quadrilaterals</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>560</td>
<td>Interior angles in quadrilaterals</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>561</td>
<td>Interior angles in polygons</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>563</td>
<td>Exterior angles in polygons</td>
<td></td>
</tr>
</tbody>
</table>
Research has shown that regular vocabulary learning is very beneficial to a child’s acquisition of language. Therefore, each week, vocabulary learning is set in MFL. Students are asked to learn 10 words per week on average (this is at the teachers’ discretion). A proven method for learning vocabulary is “Look, cover, write, check”.

Students will receive at the start of each half term a vocabulary sheet. There are pictures to help with retention of vocabulary. They are expected to look after this sheet and keep it for the duration of the half-term. Instructions will be sent for which words the students are to learn via “Classcharts”. For this half-term, your child is studying “Food and drink” and the vocabulary that is set reflects this.

You can help your child to learn this vocabulary by quizzing them, even a few minutes a day can make a huge difference. You can also help them by downloading apps such as “Duolinguo” and “Linguascope” (username: leesbrook, password Leesbrook1)

“Quizlet” is also a useful website where students can quiz themselves. They will need to create an account, and further details are to be provided next half-term.

Watching TV programmes in the target language and changing your phone settings are also easy ways of improving your language skills.

If your child does not achieve 7/10 in the weekly vocabulary test, they will sit a detention.

---

**Vocabulary Learning Homework**

<table>
<thead>
<tr>
<th>SPANISH Year 9 - Spring 2 - Plans Post-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</tbody>
</table>
If you feel it is useful, use this grid to help you revise.

<table>
<thead>
<tr>
<th>LOOK</th>
<th>COVER</th>
<th>WRITE</th>
<th>CHECK</th>
</tr>
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<tbody>
<tr>
<td>1</td>
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<tr>
<td>10</td>
<td></td>
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</tr>
</tbody>
</table>
Knowledge Required

Rules:

- Mixture of Football, Basketball & Ice Hockey
- Played in two teams of 7
- 1 GK and 6 outfield players
- No more than 3 seconds or 3 steps
- Cannot go onto the goal area
- Defenders do = penalty throw
- Attackers do = no goal
- 60 minutes per game – (2 x 30 minutes)
- Score by throwing the ball into the net
- Side line ball to the opposite team if the ball goes out of play
- 1 point scored for goal
- You can block an opponent but cannot grab them
- Game start with a Centre Line
- 7 metre line (Penalty)
- Double dribble – just like basketball
- Passive play is forbidden (no attempt to score)
- 1 foul = Yellow card
- 2 fouls = 2 minute time out
- 3 fouls = 2 minute time out
- 4 fouls = Red card
# PE Knowledge Organiser

## Catching

Catching of the ball is an essential technical element in handball. Accurate catching is very important and ensures a fast, smooth and skilful game.

Coaching points = W shape, eyes on the ball, feet shoulder width apart

## Chest pass

PASS OVER A SHORT DISTANCE WITH NO DEFENDERS INBETWEEN

- W Shape = Grip
- Step into the pass = Power
- Extend your arms = Accuracy

## Shoulder pass

PASS MADE OVER A LONGER DISTANCE WITH POWER AND NO DEFENDERS DIRECT

- Fingers spread as wide as possible = Grip
- Step into the pass = Power
- Extend your arms = Accuracy
- Throw the ball = Distance

### Components of fitness and how they are needed?

<table>
<thead>
<tr>
<th>COF</th>
<th>Definition</th>
<th>How are they used?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agility</td>
<td>The ability to change direction quickly</td>
<td>You need this to dodge and opponent or the GK to dive to save the shot</td>
</tr>
<tr>
<td>Balance</td>
<td>The ability to maintain equilibrium</td>
<td>You need this to not fall over when people are trying to tackle you or when landing</td>
</tr>
<tr>
<td>Co-ordination</td>
<td>The ability to use two or more body parts</td>
<td>You need this to throw and catch the ball</td>
</tr>
<tr>
<td>Power</td>
<td>Strength x speed</td>
<td>You need this when jumping or any explosive actions such as shooting</td>
</tr>
<tr>
<td>Reaction Time</td>
<td>The time taken to respond to a stimulus</td>
<td>A GK needs this to react to the ball when somebody has shot at his goal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Re-acting to a referees whistle</td>
</tr>
<tr>
<td>Aerobic Endurance</td>
<td>The ability for the cardiorespiratory system (heart/lungs) to supply the muscles with oxygen and nutrients to take part in sustained physical activity.</td>
<td>You need this to keep running for the 60 minutes without becoming fatigue.</td>
</tr>
<tr>
<td>Speed</td>
<td>The ability to move the whole or parts of the body quickly</td>
<td>You need this to run fast past defenders</td>
</tr>
</tbody>
</table>
Components of Fitness:

You are going to spend 5 minutes memorising as much information on the following pages ready for a look, cover, write and check on the next page. It is crucial that you do not just copy this! The PE department will constantly be asking you throughout the term on these.
**PiXL Unlock**

### Read It

**Balance**

---

### Digging Deeper:

Balance is the ability to maintain the body's centre of mass above the base of support. A sprinter holds a perfectly still sprint start position using balance and is ready to go into action as soon as the gun sounds.

### Deconstruct It

From the Latin work *bilanx*, meaning to be equal with and serve as a counterpoise. Bringing or keeping equilibrium.

---

### Test it

**Standing Stork Test.**

---

### Draw It

---

### Use It

The gymnast showed good balance whilst on the beam.

---

**PiXL Unlock**

### Read It

**Coordination**

---

### Digging Deeper:

A trampolinist timing their arm and leg movements to perform the perfect tuck somersault uses coordination.

---

### Deconstruct It

From the Latin *co*, meaning together, with *ordin*, meaning order.

---

### Define It

Coordination is the ability to use two or more body parts together or A smooth flow of movement needed to perform a task efficiently and accurately.

---

### Test it

**Alternate hand wall toss test**

---

### Draw It

---

### Use It

A tennis player has good hand eye coordination to hit the tennis ball with their racquet in the right direction consistently.
**PiXL Unlock**

**Read It**

**Power**

**Define It**

Power is the product of **Strength × Speed**

**Digging Deeper:**

A trampoliner timing their arm and leg movements to perform the perfect tuck somersault uses coordination.

**Test it**

Vertical wall jump Test

**Deconstruct It**

From the Latin *Patis*, which means Powerful (like a king)

**Link It**

Explosive, Strength, Speed

**Draw It**

**Use It**

A basketball player would need power to jump high enough to perform a slam dunk.

---

**PiXL Unlock**

**Read It**

**Reaction Time**

**Define It**

Reaction time is the time it takes to respond to a stimulus and the initiation of their response

**Digging Deeper:**

An example of reaction time is where the boxer perceives a punch from their left and rapidly moves their head to avoid being struck.

**Test it**

Ruler Drop Test

**Deconstruct It**

From the Latin *re*, meaning back, again.

**Link It**

Stimulus, response, start.

**Draw It**

**Use It**

A 100m sprinter needs a fast reaction time at the start of the race to set off as soon as the gun is sounded.
**Read It**

**Body Composition**

**Define It**

The relative ratio of fat, muscle and bone in the body.

**Digging Deeper:**

An Sumo wrestler will have high levels of fat to suit the needs to their sports as will a heavy weight boxer in comparison to lightweight

**Test it**

- Skin Fold Testing
- BIA Testing
- BMI Testing

**Draw It**

**Use It**

A gymnastic has low levels of body fat as this is suitable to the needs of their sport

---

**Read It**

**Aerobic Endurance**

(Cardiovascular endurance)

**Define It**

Aerobic endurance is the ability for the cardiorespiratory system (heart/lungs) to supply the muscles with oxygen and nutrients to take part in sustained physical activity.

**Digging Deeper:**

Cardiovascular endurance is the ability of the heart, lungs and blood to transport oxygen. A marathon runner has high levels of cardiovascular endurance to continue to run for several hours without stopping.

**Test it**

- Multi stage fitness test (aerobic)
- Forestry step

**Draw It**

**Use It**

A midfielder in football will need good Aerobic endurance in football to continue to attack and defend for the whole 90 minutes of a game.
**PiXL Unlock**

**Read It**
- **Muscular Strength**

**Define It**
- Strength is the ability for the muscles to exert the maximum amount of force. How strong are you?

**Digging Deeper:**
- An example of strength is where a rugby player is pushing with all of their force in a rugby scrum against the resistance of the opposition pack.

**Test It**
- **Hand grip dynamometer**
- **One rep max**

**Draw It**

**Link It**
- Muscle, tendon, force, push, power, resistance.

**Use It**
- A weight lifter has high levels of strength to be able to lift heavy weights.

---

**PiXL Unlock**

**Read It**
- **Speed**

**Define It**
- Speed is the time taken to cover a distance
  - Accelerate 0-30m, pure speed 0-60m and endurance > 60m

**Digging Deeper:**
- Usain Bolt needs good speed as he needs to get from 0-100M as quickly as possible.

**Test It**
- 35 Sprint Test (s)

**Draw It**

**Link It**
- Fast, Quick, Rapid

**Use It**
- A badminton player needs good speed to get around the court quickly.

**Deconstruct It**
- From the Latin *spedum*, meaning rate of motion.

---

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**Flexibility**

**Define It**
Flexibility is the range of movement available at a joint.

**Digging Deeper:**
A gymnast training to increase hip mobility to improve the quality of their split leap on the beam improves their flexibility.

**Test It**
Sit and reach test

**Deconstruct It**
From the Latin *flectere*, meaning to bend.

**Link It**
Movement, joint, stretching.

**Draw It**

**Use It**
A gymnast requires high levels of flexibility to perform the splits.

---

**Muscular Endurance**

**Define It**
Muscular endurance is the ability of a muscles to repeatedly contract over a period of time with some resistance.

**Digging Deeper:**
Muscular endurance is the ability to use voluntary muscles many times without becoming tired. It helps sportspeople to sprint or repeat quick actions for longer.

**Test It**
Press up test (60 seconds)
Sit up test (60 seconds)

**Deconstruct It**
From the Latin *musculus*, meaning pertaining to muscles and an ability to bear suffering. From the Old French *endure*, meaning make hard.

**Link It**
Muscle, contraction, sprinting, long distance running.

**Draw It**

**Use It**
A long distance runner requires high levels of muscular endurance in their legs.
INDEPENDENT RESEARCH TASK – IPADS ARE AVAILABLE AT HOMEWORK CLUB IF REQUIRED

The Structure of the Skeleton

Fill in the missing blanks

Key Words

<table>
<thead>
<tr>
<th>Ulna</th>
<th>Tarsals</th>
<th>Radius</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pelvis</td>
<td>Cranium</td>
<td>Carpals</td>
</tr>
<tr>
<td>Femur</td>
<td>Humerus</td>
<td>Scapula</td>
</tr>
<tr>
<td>Tibia</td>
<td>Ribs</td>
<td>Vertebral Column</td>
</tr>
<tr>
<td>Fibula</td>
<td>Patella</td>
<td>Sternum</td>
</tr>
<tr>
<td>Metacarpals</td>
<td>Clavicle</td>
<td>Phalanges</td>
</tr>
<tr>
<td>Metatarsals</td>
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</tr>
</tbody>
</table>

[Diagram of human skeleton with labeled parts and key words]
Key Terms

Censorship: Limiting access to something because it might cause offense or panic.

Discrimination: Treating someone differently because of their appearance, race, gender, etc.

Extremism: Believing in and supporting ideas that are very far from what most people consider correct or reasonable.

Human Rights: What we are entitled to keep us safe, free and equal.

Personal Conviction: Something a person strongly feels or believes in.

Prejudice: Judging someone before knowing them.

Relative Poverty: Feeling that you are poor in comparison to others in society.

Absolute Poverty: Not having access to the basics needed for survival.

Social Justice: Promoting a fair society by challenging injustice and valuing diversity.

Issues of Human Rights

Dignity of Human Life

Christianity

Christians believe that each person is sacred and worthy of respect and dignity. Because of this Christians feel that each person should be treated with unconditional love. Jesus taught that everyone is the neighbour of each other. The Good Samaritan teaches Christians to treat all people with love and kindness.

Islam

Islam teaches that Allah created all humans and are part of Allah’s family, and that they should be treated with dignity and take responsibility for each other. The Ummah (community of Muslims) teaches Muslims to treat all people with dignity and respect. Everyone is entitled to have dignity, equal rights and treatment.

Agape in Action

Christianity

Agape is selfless love and compassion towards another human being. Agape is shown through the work of individuals like Mother Teresa, the Salvation Army and Street Pastors.

Mutter Teresa: showed agape in action by opening hospices and orphanages.

Street Pastors: volunteers from churches who go into city centres on Friday and Saturday nights – caring for the vulnerable, drunk, lost and homeless.

Islam

The Islamic equivalent of agape in action is called Ummah in Action. Ummah in Action is demonstrated through the giving of zakah and sadaqah, as well as through charities such as Islamic Relief.

Prejudice & Discrimination

Christianity

P & D are unacceptable to God as they go against key Christian teachings such as ‘love thy neighbour’. The Ten Commandments give guidance on living in harmony with others. Christians follow Jesus example, i.e. looking after such cats and tending to the sick. This proved that all people are equal and worthy of kindness. The parable of the Good Samaritan teaches Christians to treat all people with love and kindness.

Islam

All people are equal, though not the same. All people are important in their own right as they are created by Allah. We can learn from Muhammad’s (pbuh) example, i.e. showing respect for women. The ummah (community of Muslim believers) crosses all cultural, racial and gender boundaries. This proves that everyone is equal and that discrimination is unacceptable. The act of prayer demonstrated equally – EVERYONE prays exactly the same way, showing that before God everyone is equal.

Christianity

At Creation, Allah made man from 7 different races. At Creation, Allah made man from 7 different races. At Creation, Allah made man from 7 different races. At Creation, Allah made man from 7 different races. At Creation, Allah made man from 7 different races. All people are equal because they all share the image of God. This is reinforced in the Parable of the Good Samaritan.

Islam

At Creation, Allah made man from 7 different races. At Creation, Allah made man from 7 different races. At Creation, Allah made man from 7 different races. At Creation, Allah made man from 7 different races. At Creation, Allah made man from 7 different races. Muslims also believe that “he who eats whilst his brother goes hungry is not a true Muslim”.

Racial Prejudice & Discrimination

Christianity

Discrimination is against Christian teachings such as ‘love thy neighbour’. Muslim created all humans as equals, no matter their race, gender or ability. There is neither Jew nor Gentile, male nor female, for all are one in Jesus Christ.

Islam

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Christianity

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Amnesty International

Why they fight for Human Rights:

All deserve dignity and freedom from oppression.

How they fight for Human Rights:

Postcard campaigns.

Email campaigns.

Lobbying foreign / corrupt governments.

Passing information on human rights’ abuses to the media.

Employing human rights detectives.

Concerts and fundraisers.

Agape in Action

Christianity

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The Islamic equivalent of agape in action is called Ummah in Action. Ummah in Action is demonstrated through the giving of zakah and sadaqah, as well as through charities such as Islamic Relief.
**Islamic Relief**

<table>
<thead>
<tr>
<th>Beliefs</th>
<th>Actions</th>
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<tbody>
<tr>
<td>• Muhammad said that you are not a true Muslim until you are kind to your neighbour. Muslims also believe that “he who eats whilst his brother goes hungry is not a true Muslim”. References to being charitable and compassionate are throughout the Qur'an.</td>
<td>Provide 3rd wave emergency relief after disasters eg: earthquakes, floods - providing water, healthcare, clothing. Provide famine relief. Run water engineering projects. Run an orphan sponsorship program - providing children with gifts, summer camps, a social worker, etc. Education program - building and renovating schools, stocking them, training teachers and subsidising food.</td>
</tr>
<tr>
<td>“He who eats whilst his brother goes hungry is not a true Muslim”.</td>
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</tr>
</tbody>
</table>

**Sources of Authority**

**Beliefs**

- As a Christian organisation they believe in justice, fairness and equal opportunities for all.
- They believe that caring for others is a basic duty.
- They believe that showing “love” and respect is a command of Jesus that they follow.
- Christianity teaches that everyone deserves dignity, and where there is injustice this is not possible.

**Actions**

Projects helping farmers work with new tools, equipment, and grid land. Training - including literacy classes for women and management classes. Projects uniting communities through establishing and funding local groups. Projects providing access to essential resources such as water by digging wells and creating irrigation systems. Give access to money through loans a low interest rates to allow development.

“whatever you did for one of the least of these brothers and sisters of mine, you did for me.”

**Case Studies**

**Martin Luther King**

Belief/personal conviction:

All people are made by God and made equally by God. Everyone deserves human dignity as we are all made in God’s image.

We should show unconditional love to others - forgiving the evil deed and turning the other cheek.

Conflict with the law:

The southern states of America had “Jim Crow” or racist laws which allowed legal segregation of black and white Americans. Blacks were denied equality, protection by the law and the opportunity to succeed due to institutional racism and popularly accepted racist attitudes.

Actions:

He moved to Montgomery, Alabama to work in the ‘deep south’ as a reverend. He led the Bus Boycott in 1955/6. Led the NAACP in peacefully protesting for equal rights. Helped run a student protest group, using the method of civil disobedience. Spoke out publicly against racism and violence. Led the March on Washington where he gave the “I have a dream” speech.

**Oscar Romero**

Belief/personal conviction:

He knew that all the suffering he saw around him was temporary because when our lives on earth are over we can join God in Heaven. He believed it was his mission to defend the poor and weak. He believed in social justice.

Conflict with the law:

El Salvador became a “security state” where Human Rights were suspended and ‘enemies’ were executed at will. Protests against unfair elections ended in bloodshed as soldiers machine-gunned the crowds.

Actions:

He instructed all priests to offer sanctuary to those threatened by government troops. He prayed publicly at length beside his friend’s remains, and then buried him without gaining government permission - a criminal offence. He communicated the murderers of his friends. He started to openly speak out against the government, and held meetings which had been banned.

**Christian Aid**

<table>
<thead>
<tr>
<th>Beliefs</th>
<th>Actions</th>
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</thead>
<tbody>
<tr>
<td>• “God is love and love is the way”.</td>
<td>Projects helping farmers work with new tools, equipment, and grid land. Training - including literacy classes for women and management classes. Projects uniting communities through establishing and funding local groups. Projects providing access to essential resources such as water by digging wells and creating irrigation systems. Give access to money through loans a low interest rates to allow development.</td>
</tr>
<tr>
<td>““it is easier for a camel to go through the eye of a needle than a rich man to enter heaven”.</td>
<td>“Beware of greed for it is ready poverty”.</td>
</tr>
</tbody>
</table>

**Acquisition & Use of Wealth**

<table>
<thead>
<tr>
<th>Christianity</th>
<th>Islam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greed and selfishness unacceptable. No lending for profit / unfair methods of making money. Many Christians do not play the National Lottery / gamble. True giving should involve sacrifice. The Parable of the Sheep and the Goats teaches us that those who help the needy will go to heaven. The greedy and those who hoard money will not go to heaven. A love of money will distract you from God and money.</td>
<td>All wealth is a gift and blessing from Allah. It is not wrong to be wealthy but the more you have the more generous you should be. The value of money is in the good that you can do with it (e.g.: by giving sadaqah - extra donations to charity). Allah tests believers on how well they use their wealth. Wealth cannot be acquired dishonestly. Wealth should not be used to harm or exploit others - because of this gambling is forbidden, no lending for profit, no dishonesty.</td>
</tr>
</tbody>
</table>

**Sources of Authority**

**Belief/personal conviction:**

- Good and evil deeds are remembered in the afterlife. The divine justice will be carried out and the good people will live in Paradise and the evil people will be punished.

**Conflict with the law:**

- In the Islamic state, the Islamic law (Sharia) is the source of law and all legislation must be compatible with it.

**Actions:**

- Muslim leaders in government, education, business and civil society are working to ensure that Islamic values are upheld.

**Malala**

**Belief/personal conviction:**

As a Muslim, Malala believes fiercely in equality and the rights of women to access education. (She also believes that truth must triumph. She believes in forgiveness.)

**Conflict with the law:**

She lived in a region of Pakistan where the Taliban had taken authority. They were denying people freedom to practice their own version of Islam (for example forcing girls to cover their faces, burning books and CDs that they thought were “offensive”) and they were refusing to allow girls to access education or go to school.

**Actions:**

- She secretly wrote a blog for the BBC about life under the Taliban.
- She publically spoke out against the Taliban and for girls rights to education in Pakistan.
- She has continued to work for rights to education for all - especially girls - across the world. She has created the Malala Fund which runs projects sponsoring girls education in India, Afghanistan, Nigeria and in refugee camps.
There is too much injustice to make a difference. Do you agree?

Key Christian beliefs about Human Rights / Human Dignity

Key Islamic beliefs about Human Rights / Human Dignity

Describe how religious believers work for social justice. [5]
Describe how one religious believer worked for Human Rights. [5]

<table>
<thead>
<tr>
<th>Personal Conviction</th>
<th>Conflict with the Law</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oscar Romero</td>
<td></td>
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</tr>
</tbody>
</table>

Personal Conviction is

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

“The Big Question” — “There is too much injustice to make a difference. Do you agree?”

Homework Activity #2
Year 9 Issues of Human Rights Unit #2
### Science homework—Educake Quiz

A quiz will be set every Tuesday and checked by the teacher during the week to see if it is complete. You will get one week to complete the quiz.

<table>
<thead>
<tr>
<th>Date of quiz set</th>
<th>Date Due</th>
<th>Tick box if completed and write the date completed</th>
<th>Score out of 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>25/02/20</td>
<td>03/03/20</td>
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<td>10/03/20</td>
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<td>31/03/20</td>
<td>07/04/40</td>
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</tr>
</tbody>
</table>
# Technology Knowledge Organiser

## Textiles: Spring Term

<table>
<thead>
<tr>
<th>Joining Stitches</th>
<th>Decorative Stitches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Running stitch</td>
<td>Cross stitch</td>
</tr>
<tr>
<td>Back stitch</td>
<td>Chain stitch</td>
</tr>
<tr>
<td>Over stitch</td>
<td>Satin stitch</td>
</tr>
<tr>
<td>Blanket stitch</td>
<td>Laced chain stitch</td>
</tr>
</tbody>
</table>

**Deep:** Accurate, evenly-spaced, small stitches  
**Deep-challenge stitches:** Blanket, chain, satin  
**Secure-challenge:** Applique  
**Deep-challenge construction:** Ears, horns, pom-pom, spikes

## Knowledge Organiser: Technology Year 9

<table>
<thead>
<tr>
<th>Design</th>
<th>Manufacture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design brief</td>
<td>Fabric Shears</td>
</tr>
<tr>
<td>Specification</td>
<td>Needle</td>
</tr>
<tr>
<td>Template</td>
<td>Pins</td>
</tr>
<tr>
<td>Outline</td>
<td>Applique</td>
</tr>
<tr>
<td>Pattern</td>
<td>Cross Stitch</td>
</tr>
<tr>
<td>Detail</td>
<td>Laced running stitch</td>
</tr>
<tr>
<td>Joining stitch</td>
<td>Blanket stitch</td>
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<tr>
<td>Decorative stitch</td>
<td>Overstitch</td>
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<tr>
<td>Embellishment</td>
<td>Running stitch</td>
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<tr>
<td>Construction</td>
<td>Sequins</td>
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<tr>
<td></td>
<td>Felt</td>
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<tr>
<td></td>
<td>Fleece</td>
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<tr>
<td></td>
<td>Pom-pom</td>
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<tr>
<td></td>
<td>Assemble</td>
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</tbody>
</table>

## Knowledge Organiser: Technology Year 9

![Image of textile design and construction](image-url)
Designers analyse products similar to the ones they are going to design and manufacture to help them to create a competitive, successful product. One technique they use is called ACCESS FM.

Analyse the fleece hat using ACCESS FM. You must provide clear reasons for your answers.

**Aesthetics** - this means what it looks like. Explain the colour and style.

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**Materials** – how would these materials feel? Is this good? Should they be washable? Why?

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**Function** – how successful is the hat as a working hat, keeping a head warm?

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**Customer** - who is this targeted at? How do you know?

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**Cost** - how much do you think this hat would sell for? Explain why.

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**Environment** - fleece is made from synthetic polyester. This is a type of plastic. All plastics are made from oil. Does this have a positive or negative impact on the environment? Why?

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**Safety** – what safety features are important and why?

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**Size** – what size do you think this hat should be to fit the user and why?

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**Materials** – how would these materials feel? Is this good? Should they be washable? Why?

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Complete the product analysis below.
Task 2: Care label symbols
Learn the different symbols found on a care label. You can fill in your research in the table below.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>What does it mean</th>
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</tbody>
</table>
Task 3: Design

Design 3 different styles of thermal socks for the Go Polar range.