MADANI GIRLS SCHOOL YEAR 9 HALF TERM 5

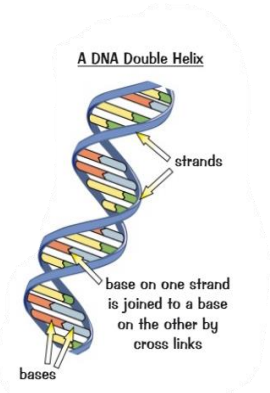
SCIENCE

Topic

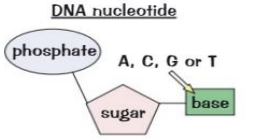
Feeding the Human Race

DNA and Genes

- Deoxyribonucleic acid.
- Found in the nucleus of all cells.
- Contains all the instructions that make an organism and determine its characteristics.
- Is a **polymer**, made up of small units called **nucleotides**, which are joined end to end to make a long strand. Each **DNA molecule** is made up of **two** strands, joined together by **bases**, then twisted together to make a **double helix** structure.

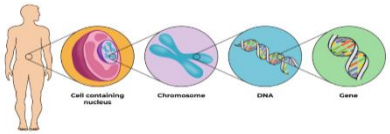


- Each nucleotide contains a **sugar** (deoxyribose), a **phosphate** group and a **base**.



- Each base can be either **adenine**, **thymine**, **cytosine** or **guanine**.

DNA and Genes - Key Words

Chromosome	• One molecule of DNA. • The nucleus of each human body cell has 46 chromosomes.
Genes	• Short sections of DNA. Each gene codes for a characteristic. 
Genome	• **All** the **genetic material** present in an organism.

Feeding the Human Race

There are many ways in which food production can be maximised so the world's population has enough food:

Selective breeding	- This is the process by which humans **breed** only the animals and plants with **desired characteristics** (e.g. wheat with a high yield of grain). - The process is **repeated** over **many generations**, until all the individuals have the desired characteristic. - Disadvantage is that it **takes a long time** to achieve, **decreases genetic variation** in that species which means all individuals may **be susceptible to a particular disease**, and increases the chance of individuals **inheriting** the same **genetic disease**.
Genetic engineering	- This is where an organism's **genome is altered** to produce an organism with desired characteristics. - It is a very **accurate** process, and changes can occur in a **single generation**. - The desired **foreign genes** are **inserted** into the **host organism's genome** at an early stage in the host organism's development. As the organism develops, it displays the characteristics coded for by the foreign genes. - Scientists have been able to produce **cotton** with a high crop yield, **corn** that produces toxins which kills insects, **tomatoes** which are resistant to frost, and **bacteria** which produce medical drugs such as insulin.

Feeding the Human Race

Producing genetically engineered organisms	- The gene for the desired characteristic is identified, then removed from the donor organism, then inserted into the host organism. - The host organism is usually a bacterium, and the gene is inserted into a ring of DNA in the bacterium called a plasmid. Genes which code for the production of antibiotics, and hormones such as insulin, can be inserted so that these products can be made by the bacteria. - Restriction enzymes are used to cut out the donor DNA. This leaves exposed 'sticky ends' (short sections of unpaired bases) of DNA on either side of the gene. The same restriction enzyme is used to cut open the bacterial plasmid, producing the same sticky ends. Ligase enzymes are used to join the donor gene to the plasmid. - The plasmid is then is then taken up by the bacterial cell, producing a transgenic bacterium. - To check for successful production of transgenic bacteria, a gene for antibiotic resistance is also inserted into the bacterial plasmid. Bacteria which have incorporated the new gene are also resistant to antibiotics. They survive when the bacterial colony is treated with the antibiotic, therefore the entire surviving colony now contains the desired gene.
Using biotechnology to produce genetically modified organisms	- Biotechnology is using biological processes or living organisms to manufacture products, e.g. genetically modified organisms. - two examples of GM crops are golden rice, which is contains a gene from daffodils so it produces vitamin A, and Bt corn, which contains a gene from the *Bacillus thuringiensis* bacterium to produce a toxin which will kill pests which might otherwise destroy the corn. - Producing GM organisms includes the extra step of inserting the bacterium or virus which contains the desired gene (the vector), into the plant (or animal) cell. The vector causes the host organism to have the desired characteristic. The GM plant or animal is then cloned so that all individual plants have the desired trait. - While GM crops give many benefits, their long-term effects on human health are not known. Also, genetically modified organisms may breed with wild organisms, altering their characteristics and upsetting the balance of the ecosystem.
Other ways in which food production can be maximised	- Increasing the growth of plants by giving ideal growing conditions e.g. using polytunnels and greenhouses. - Fertilisers can be used to increase the nutrients in soil, and chemicals can be used to kill pests that would destroy crops.

MADANI GIRLS SCHOOL YEAR 9 HALF TERM 5

MATHS

Listing outcomes and sample space - Key Concepts

When there are a number of different possible outcomes in a situation we need a **logical** and **systematic** way in which to view them all.

We can be asked to **list** all possible outcomes e.g. choices from a menu, order in which people finish a race.

We can also use a **sample space diagram**. This records the possible outcomes of two different events happening.

Key Words

List, Outcome, Sample space, Probability

Questions

1. Abe, Ben and Carl have a race. List all of the options for the order that the boys can end the race.

		Spinner		
		Red	Green	Blue
Coin	Heads	H,R	H,G	H,B
	Tails	T,R	T,G	T,B

2. a) What is the probability that a head is landed on?
b) What is the probability that a head and a green are landed on?

ANSWERS: 1) ABC, ACB, BAC, BCA, CAB, CBA 2a) $\frac{3}{6}$ b) $\frac{1}{6}$

Examples

Starter	Main
Fishcake Melon	Lasagne Beef Salmon

List all of the combinations possible when one starter and one main are chosen.

F, L	M, L
F, B	M, B
F, S	M, S

Note: You can write the initials of each option in a test. You do not need to write out the full word.

Two dice are thrown and the possible outcomes are shown in the sample space diagram below:

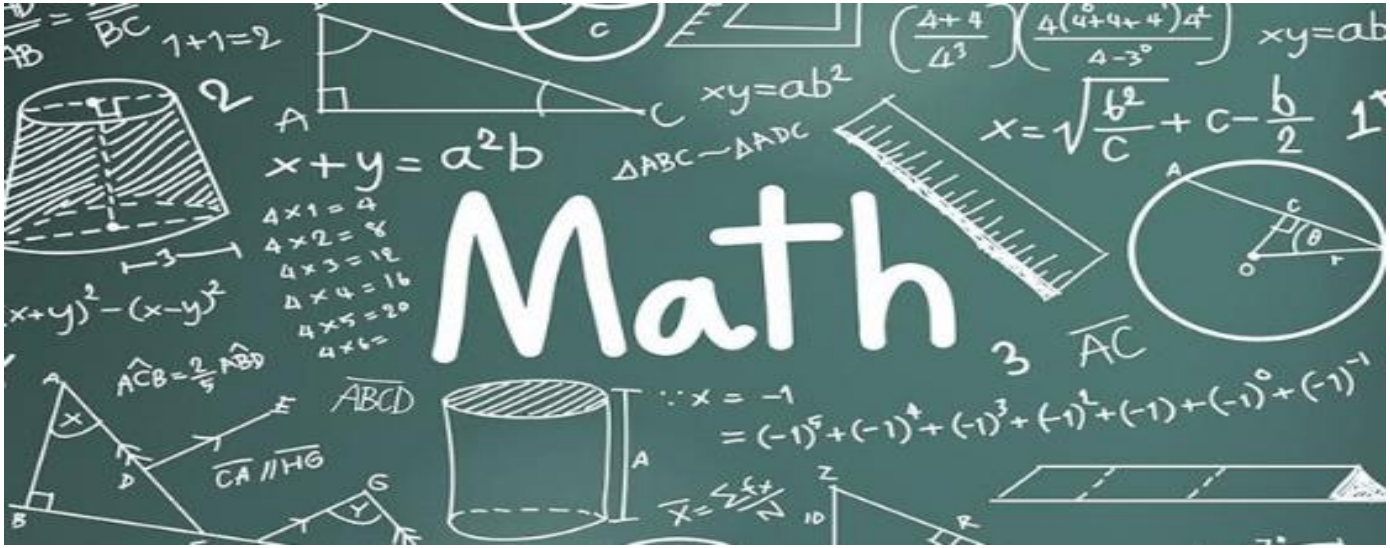
	1	2	3	4	5	6
1	(1,1)	(1,2)	(1,3)	(1,4)	(1,5)	(1,6)
2	(2,1)	(2,2)	(2,3)	(2,4)	(2,5)	(2,6)
3	(3,1)	(3,2)	(3,3)	(3,4)	(3,5)	(3,6)
4	(4,1)	(4,2)	(4,3)	(4,4)	(4,5)	(4,6)
5	(5,1)	(5,2)	(5,3)	(5,4)	(5,5)	(5,6)
6	(6,1)	(6,2)	(6,3)	(6,4)	(6,5)	(6,6)

1) What is the probability that 2 numbers which are the same are rolled?

$$\frac{6}{36} = \frac{\textit{outcomes where numbers are the same}}{\textit{total number of outcomes}}$$

2) What is the probability that two even numbers are rolled?

$$\frac{9}{36} = \frac{\textit{outcomes where numbers are both even}}{\textit{total number of outcomes}}$$



MADANI GIRLS SCHOOL YEAR 9 HALF TERM 5

MATHS

Theoretical Probability- Key Concepts

Probabilities can be described using **words** and **numerically**.
We can use **fractions, decimals or percentages** to represent a probability.
Theoretical probability is what should happen if all variables were fair.
All probabilities must **add to 1**.
The probability of something **NOT** happening equals:

$$1 - (probability\ of\ it\ happening)$$

Key Words

Theoretical, Probability, Fraction, Decimal, Percentage, Certain, Impossible, Even chance

Questions

	1	2	3
Prob	5	4	9

1. a) Calculate the probability of choosing a 2.
   b) Calculate the probability of not choosing a 3.

	1	2	3
Prob	0.37	$2x$	x

2. Calculate the probability of choosing a 2 or a 3.

ANSWERS: 1a) $\frac{4}{18}$ b) $\frac{9}{18}$ 2) P(2) = 0.42 P(3) = 0.21

Examples

Examples

Probability scale:

Impossible		Even chance		Certain
$\frac{0}{4}$	$\frac{1}{4}$	$\frac{1}{2}$	$\frac{3}{4}$	$\frac{4}{4}$
0	0.25	0.5	0.75	1
0%	25%	50%	75%	100%

There are only red counters, blue counters, white counters and black counters in a bag.

Colour	Red	Blue	Black	White
No. of counters	9	3	5	2

1) What is the probability that a blue counter is chosen? $\frac{3}{19} = \frac{number\ of\ blue}{total\ number\ of\ counters}$
2) What is the probability that red is **not** chosen?
$\frac{10}{19} = \frac{number\ of\ all\ other\ colours}{total\ number\ of\ counters}$

There are only red counters, blue counters, white counters and black counters in a bag.

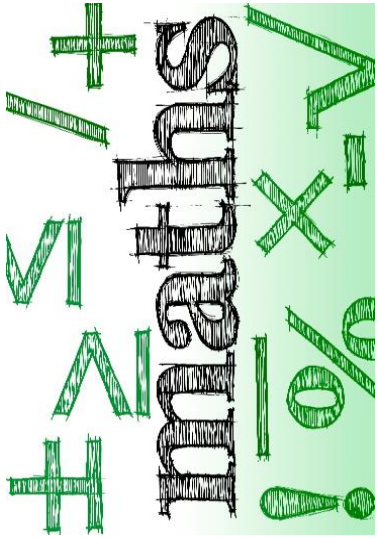
Colour	Red	Blue	Black	White
No. of counters	9	$3x$	x-5	$2x$

A counter is chosen at random, the probability it is red is $\frac{9}{100}$. Work out the probability is black.

$$9 + 3x + x - 5 + 2x = 100$$
$$6x + 4 = 100$$
$$x = 16$$

Number of black counters = $16 - 5$
$= 11$

Probability of choosing black = $\frac{11}{100}$



MADANI GIRLS SCHOOL YEAR 9 HALF TERM 5

MATHS

Relative Frequency- Key Concepts

Experimental probability differs to theoretical probability in that it is based upon the **outcomes from experiments**. It may not reflect the outcomes we expect.
Experimental probability is also known as the **relative frequency** of an event occurring.

Estimating the number of times an event will occur:

Probability × no. of trials

Key Words

Experimental, Relative frequency, Fraction, Decimal, Probability, Estimate

Questions

Number	1	2	3	4
Prob	x	0.46	0.28	x

A spinner is spun which has 1,2,3,4 on it. The probability that a 1 and a 4 are spun are equal.

a) What is the probability that a 4 is landed on?

b) If the spinner is spun 500 times how many times do we expect it to land on a 2?

ANSWERS: a) 0.13 b) 230

Examples

Colour	red	blue	white	black
Prob	x	0.2	0.3	x

A spinner is spun, it has four colours on it.
The relative frequencies of each colour are recorded.
The relative frequency of red and black are the same.

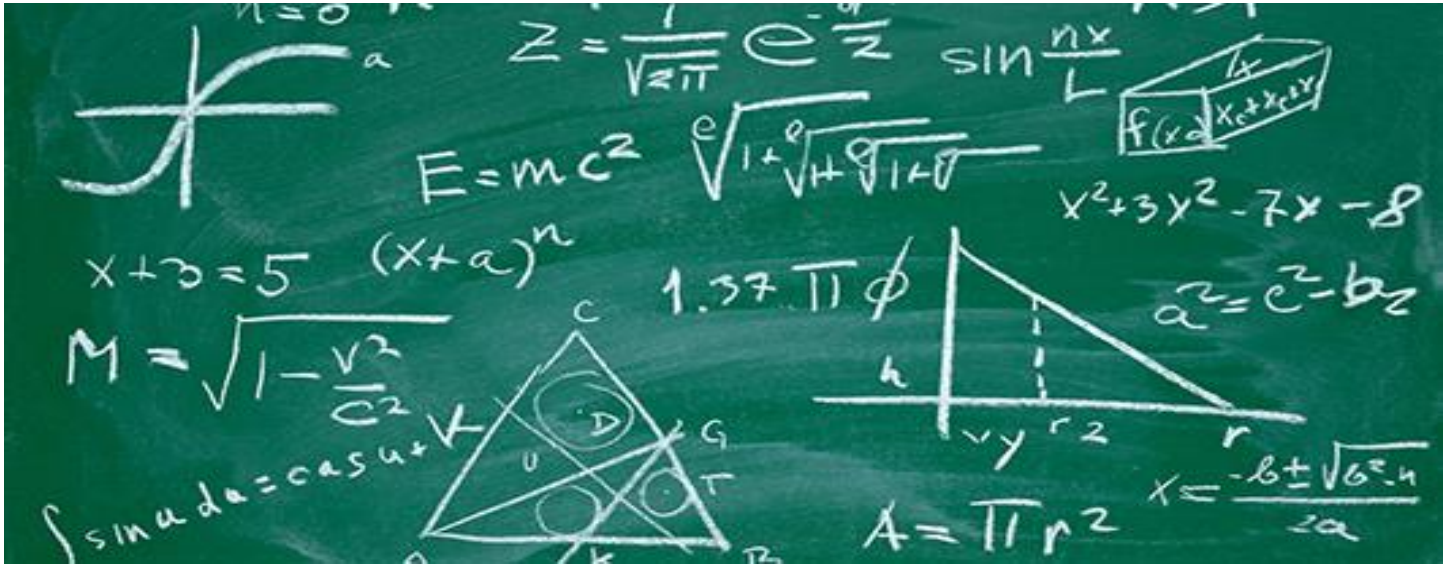
a) What is the relative frequency of red?

$$1-(0.2+0.3)=0.5$$

$$x=\frac{0.5}{2}=0.25$$

b) If the spinner is spun 300 times, how many times do you expect it to land on white?

$$0.3\times 300=90$$



MADANI GIRLS SCHOOL YEAR 9 HALF TERM 5

MATHS

Venn Diagrams - Key Concepts

Venn diagrams show all possible relationships between different sets of data.

Probabilities can be derived from Venn diagrams. Specific notation is used for this:

P(A ∩ B) = Probability of A **and** B
P(A ∪ B) = Probability of A **or** B
P(A') = Probability of **not** A

Key Words

Venn diagram, Union, Intersection, Probability, Outcomes

Questions

40 students were surveyed:

20 have visited France
15 have visited Spain
10 have visited both France and Spain

a) Complete a Venn diagram to represent this information.

b) Calculate:

i) P(F ∩ S) ii) P(F ∪ S) iii) P(S')

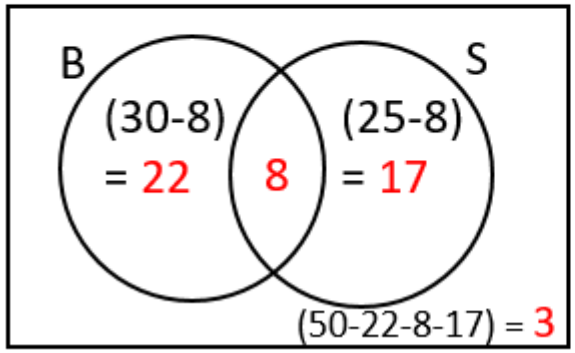
iv) The probability someone who has visited France, has not gone to Spain.

ANSWERS: b) i) 10/40 ii) 25/40 iii) 25/40 iv) 10/40 = 1/4

Examples

Out of 50 people surveyed:

30 have a brother
25 have a sister
8 have both a brother and sister



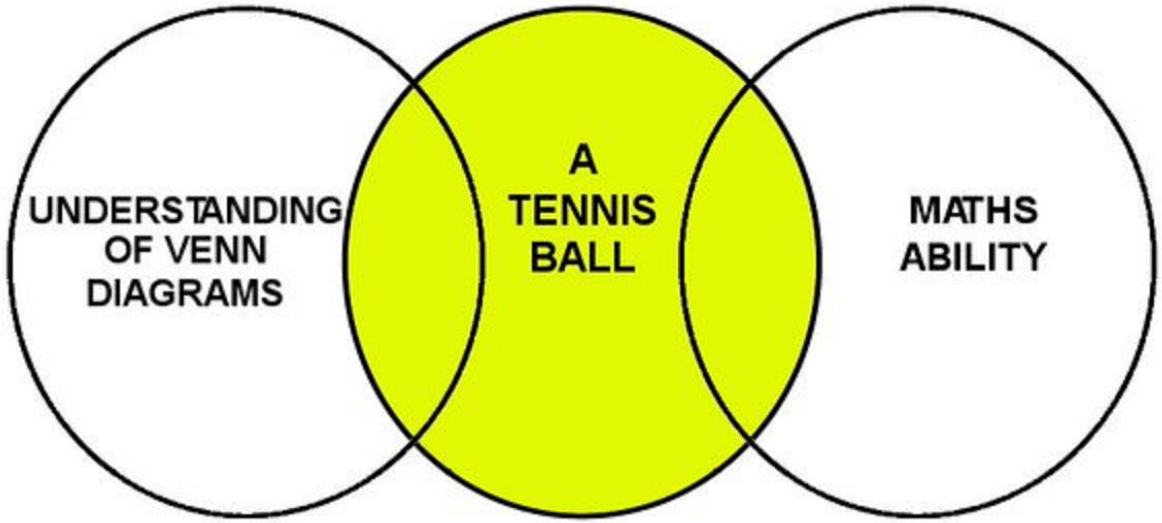
a) Complete the Venn diagram

b) Calculate:

i) P(A ∩ B) $= \frac{8}{50}$ ii) P(A ∪ B) $= \frac{47}{50}$ iii) P(B') $= \frac{20}{50}$

iv) The probability that a person with a sister, does not have a brother.

$= \frac{8}{25}$



MADANI GIRLS SCHOOL YEAR 9 HALF TERM 5

FRENCH

Learning Objectives

By the end of the term I can communicate (talk, ask and answer) about how:

- To describe where you live
- to describe rooms in a house
- to describe ideal home

Grammar Objectives

I will be able to understand and apply rules about:

- Present tense Regular -er verbs
- Using "si" clauses
- Using preposition

Homes around the world

Où habites-tu?	*Where do you live?*
J'habite dans …	*I live in …*
un appartement.	*a flat.*
une cabane.	*a shack.*
une caravane.	*a caravan.*
une hutte en terre.	*a mud hut.*
un igloo.	*an igloo.*
une maison jumelée.	*a semi-detached house.*
une yourte.	*a yurt.*
J'habite sur une péniche.	*I live on a houseboat.*

Describing a House

Il y a/On a/Nous avons …	*There is/We have …*
la buanderie	*the utility room*
ma chambre	*my bedroom*
la chambre d'amis/le bureau	*the guest room/the study*
la chambre de mes parents/ mon frère/ma sœur	*my parents'/brother's/ sister's room*
la cuisine	*the kitchen*
l'entrée	*the entrance/hallway*
le garage	*the garage*
le jardin	*the garden*
la salle de bains	*the bathroom*
la salle à manger	*the dining room*
le séjour	*the living room*
la veranda	*the conservatory*
les WC	*the toilet*
au rez-de-chaussée	*on the ground floor*
à l'étage	*upstairs*
à gauche/droite	*on the left/right*
en face/à côté	*opposite/beside*
entre … et …	*between … and …*
d'abord/après/pour finir	*first/after/finally*
puis/ensuite	*then/next*

My Ideal Home

Si j'étais riche, …	*If I were rich, …*
Si j'avais de l'argent, …	*If I had money, …*
Si je gagnais à la loterie, …	*If I won the lottery, …*
Si j'avais un emploi bien payé, …	*If I had a well-paid job, …*
j'aimerais acheter …	*I would like to buy …*
je voudrais faire construire …	*I would like to build/have built …*
j'achèterais …	*I would buy …*
j'habiterais dans …	*I would live in …*
un loft en ville.	*a loft apartment in town.*
une maison sur la plage.	*a beach house.*
un chalet à la montagne.	*a chalet in the mountains.*
une grande villa.	*a big detached house.*
une ferme à la campagne.	*a farm in the countryside.*

Sharing a Room

Je (ne) partage (pas) ma chambre.	*I (don't) share my room.*
J'ai une chambre à moi.	*I have my own room.*
Je suis pour/contre parce que …	*I'm for/against it because …*
Ça rapproche.	*It brings you together.*
On rigole.	*You have fun.*
On apprend à cohabiter.	*You learn to live together.*
On n'est jamais seul.	*You're never alone.*
On se dispute.	*You argue.*
C'est facile/difficile pour les devoirs.	*It's easy/hard to do your homework.*
On a un espace privé.	*You have a private space.*
On est obligé de supporter les mauvaises habitudes de l'autre.	*You have to put up with the other person's bad habits.*

Describing a Bedroom

Dans ma chambre, il y a …	*In my room, there is …*
un bureau	*a desk*
une chaise pivotante	*a swivel chair*
une console de jeux video	*a games console*
une étagère	*a set of shelves*
un fauteuil poire	*a beanbag*
une lampe de bureau	*a desk lamp*
une lampe de chevet	*a bedside lamp*
un lit	*a bed*
un ordi	*a computer*
une table de nuit	*a bedside table*

sur	*on*
sous	*under*
devant	*in front of*
derrière	*behind*

HONESTY | EXCELLENCE | ACCOUNTABILITY | RESPECT | TEAMWORK

MADANI GIRLS SCHOOL YEAR 9 HALF TERM 5

FRENCH

Key Grammar

Grammaire p.168–169 WB p.27–28

Regular *-re* verbs in the present tense

entendre (*to hear*)	
j'entend**s**	nous entend**ons**
tu entend**s**	vous entend**ez**
il/elle/on entend	ils/elles entend**ent**

Grammaire p.168–169 WB p.27–28

Regular *-re* verbs in the present tense

vendre (*to sell*)	
je vend**s**	nous vend**ons**
tu vend**s**	vous vend**ez**
il/elle/on vend	ils/elles vend**ent**

Grammaire p.168–170 WB p.39, p.42

***Si* clauses**

Use *si* (if) with the **imperfect tense** and the **conditional** to say what would happen if something else happened:

***Si** j'**étais** riche, j'**achèterais** une ferme.*
If I were rich, I **would buy** a farm.

*J'**aimerais** acheter une ferme **si** j'**avais** de l'argent.*
I **would like** to buy a farm **if** I **had** the money.

***Si** je **gagnais** à la loterie, j'**aurais** un loft en ville.*
If I **won** the lottery, I **would have** a loft apartment in town.

Grammaire WB p.21

Prepositions

sur – on
devant – in front of
à côté – beside
entre – between
sous – under
derrière – behind
en face – opposite

Grammaire p.168–169 WB p.22, p.25, p.40

J'y habite depuis ...

*J'**y habite** depuis dix ans.*
I **have been living here** for ten years.

*Il **y habite** depuis l'âge de cinq ans.*
He **has been living there** since the age of five.

Habiter follows the pattern of regular *-er* verbs in the present tense:

j'habite	nous habit**ons**
tu habit**es**	vous habit**ez**
il/elle/on habite	ils/elles habit**ent**

Model Text

Ou habites-tu ?	J'habite dans un appartement moderne au centre de Paris prés de la tour Eiffel avec mes parents. J'y habite depuis 2 ans. J'adore Paris, je pense que c'est une ville vivante.	I live in a modern apartment in the centre of Paris near the Eiffel Tower with my parents. I live there in the past 2 years
Décris ta maison ?	Au rez-de-chaussée il y a 3 pièces ; le salon où je passe du temps avec ma famille. La cuisine où on mange. Ma mère cuisine des plats délicieux. Au premier étage, il y a la salle de bains, la chambre de mes parents et ma chambre.	On the ground floor there is 3 rooms; the living roo where I spend time with my family, the kitchen where we eat. Ma mum cooks delicious dishes. On the 1st floor there is a bathroom, my parents' room and my room
Qu'est-ce qu'il y a dans ta chambre ?	Dans ma chambre il y a un lit, un bureau (pour faire mes devoirs), une étagère (pour mes livres) et mon ordi et ma console de jeux préféré la PS5. Je me passionne pour les jeux vidéo.	In my room there a bed, a desk (to do my homework), a shelf (for my books) and my computer and my favourite video console the PS5. Video games are my passion
Parle-moi de ta maison de rêve ?	Quand je pense à l la maison de mes rêves, j'imagine une villa au bord de la mer dans une ile tropicale où il fait toujours chaud.	When I think of my ideal house, I imagine a villa by the sea in a tropical island where it's always hot

MADANI GIRLS SCHOOL YEAR 9 HALF TERM 5

The Holocaust

What was the Holocaust

Definition: "The Holocaust was the murder of approximately six million Jews by the Nazis and their collaborators - Yad Vashem, Jerusalem, Israel

The word 'Holocaust' comes from ancient Greek: 'holos' means 'completely' and 'kaustos' means 'burnt'. The word was first used to describe religious sacrifices. For this reason, some people have objected to the term 'Holocaust' and prefer to use the Hebrew word 'Shoah', which means 'catastrophe'.

Key terms and concepts

Holocaust, persecution, propaganda, discrimination, Anti-Semitism, concentration camp, death camp, resistance, perpetrator, bystander, collaborator, ghetto (Warsaw Ghetto); responsible, Einsatzgruppen, deportation

Who was killed during this period?

Jews – approximately 6 million
Soviet Prisoners of War: over 3 million
Soviet citizens: over 2 million
Polish citizens: over 1 million
People with mental and physical disabilities: 70 000 – 170 000
Romani: over 200 000
Homosexuals, Quakers, Jehovah Witnesses …

Anti-Semitism

The Nazis were not the first to persecute the Jews. Anti-Semitism had been present in Europe for thousands of years. Jews had been targeted and expelled or killed in Ancient Rome, Medieval Europe including England. Before they Holocaust they had been targeted in Russia in the late 1800s and Hitler used this prejudice to blame Jews for the suffering in Germany after World War I

How did the Nazis persecute Jews:

1933: Jews excluded from the civil service, schools and universities. Jewish shops are boycotted and access to public facilities is restricted
1935: Nuremburg Laws passed. Jews were no longer citizens and marriage between Jews and non-Jews was banned
1938: Kristallnacht. Jewish homes, businesses and synagogues were attacked. Thousands of Jews were arrested and many killed
1939-41: Germany takes over Poland and the USSR in World War I. Jews in these areas are arrested and killed.
1942: Death Camps introduced

Resistance: There were resistors to the Holocaust at all stages in both violent and non-violent forms. This occurred by hiding Jews from the Nazis and their collaborators, smuggling food and medicine, retaining identity and traditions in the Camps and armed resistance.

Location of the concentration and death camps across Eastern Europe

MADANI GIRLS SCHOOL YEAR 9 HALF TERM 5

HEART FOR LIFE

Staying Safe -Key words

Consent	Permission for something to happen or agreement to do something.
Commitment	A relationship based upon agreed-upon commitment to one another involving love, trust, honesty, and openness Forms of committed relationships include close friendship, long-term relationships, engagement, marriage, and civil unions.
Marriage	A formal union and social and legal contract between two individuals that unites their lives legally, economically, and emotionally.
Tolerance	Willingness to accept behaviour and beliefs that are different from your own, although you might not agree with or approve of them.
Respect	Regard for the feelings, wishes, or rights of others.
Forced Marriage	Forced marriage is a marriage in which one or more of the parties is married without their consent or against their will.
Arranged Marriage	A marriage planned and agreed by the families or guardians of the couple concerned, who consent to the union with their own free will.
Online Safety	Where individuals are protecting themselves and others from online harms and risks which may jeopardise their personal information, lead to unsafe communications or even effect their mental health and wellbeing.
Abusive Behaviour	Being violent or aggressive, making threats, controlling someone's behaviour, putting them down, verbally abusing them, taking or keeping money from them and putting pressure on someone or do things they don't feel comfortable with.
Contraception	Prevents pregnancy by interfering with the normal process of ovulation, fertilization, and implantation.
Pregnancy	The condition or period of being pregnant.

What Skills will I Develop in Heart for Life?

Each lesson will have opportunities to develop your skills through a variety of learning activities, ranging from:

- Thinking skills
- Enquiry and evaluation skills
- Research skills
- Debate and communication skills
- Active learning.
- Reflective learning skills.
- Personalised learning skills.
- Revision and recall.

Overview

Students will explore the different types of healthy and committed relationships in the UK today. They will consider the different lifestyle choices and attitudes to relationships based on the UK law, culture, and religion. Students will understand the importance of tolerance and respect for people's legal lifestyle choices regarding diverse healthy and committed relationships.

Key Concepts

Relationships, Living in the Wider World and Health and Wellbeing. The United Nations Convention on the Rights of the Child

Essential Attributes Developed Through Heat for Life.

- Self -Improvement
- Resilience
- Self-organisation
- Clarifying own values
- Developing and maintaining a healthy self concept
- Empathy and compassion
- Respect for others
- Skills for employability
- enterprise skills

HONESTY | **E**XCELLENCE | **A**CCOUNTABILITY | **R**ESPECT | **T**EAMWORK

MADANI GIRLS SCHOOL YEAR 9 HALF TERM 5

ART & DESIGN

Mosaics project – Learning Objectives

To learn about key elements regarding mosaics
To explore ideas through drawing and adding key elements.
To understand where these mosaics are found and what inspires artists, designers and craftspeople
To explore and experiment with drawn and colour and design ideas.
To explore and refine drawings and colour work
To research independently and seek factual and visual evidence
To explain own work and influences and use oracy, literacy and numeracy to explain and explore ideas and themes.
To understand how techniques lead to finished pieces of work
To understand what to include in own drawings and colour work including key features and appropriate and related detail
To complete a final piece at the end of this unit.

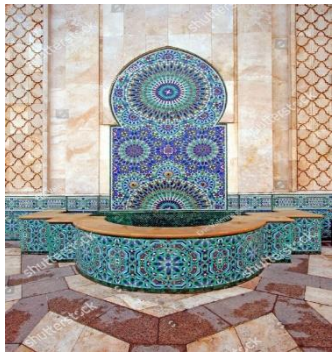
Content

Students will learn that there are many different aspects and key elements to mosaics
Students will learn about different types of mosaics and how these influence design aspects and content.
Students will learn and explore design ideas and the content of specific shapes, designs and patterns and key elements with greater accuracy.
Students will watch clips which show artists, designers and craftspeople at work and other design ideas and finished pieces of work.
Students will use oracy, numeracy and literacy during the course of this unit.
Students will learn about how these patterns and designs are carried forward and influence the work of craftspeople and designers
Students will self and peer assess work in all lessons
Students will create a final piece at the end of this unit.

Key Words

Mosaics tiles broken pieces colourful 3 dimensional regular and irregular pieces stone tiles glass floor wall decoration mural frames surface decoration popular craft clippers grout patterns designs glass enamel Gaudi PARC GUELL mosaic bench street mosaics BRENDA POKORNY ANTONIO GAUDI JIM POWER garden mosaics mirrors recycled ceramics pebbles stones beads SONIA KING interior exterior KAFFE FASSETT glass coins buttons messages masjids underground train stations street art mosaics in different cultures and countries

Images











MADANI GIRLS SCHOOL YEAR 9 HALF TERM 5

DESIGN & TECHNOLOGY

Bags For Life

Reusing and recycling is a key issue with regards to cutting down on pollution and waste. You will be creating a bag for life, using circles and stripes as your inspiration. Circles and stripes are a reoccurring theme in art, particularly abstract art, and many artists and designers have created patterns, compositions and designs by purely using the shape of circles and stripes mixed with colour and texture. You will use specialist fabric paints, crayons and markers to decorate a recycled cotton bag in your design. You will then go on to add texture, pattern and detail using embellishing techniques.

Content

- Study artists who have used stripes and circles in their work
- Create patterns and designs
- Experiment with specialist materials
- Create your bag design
- Add embellishment

Images

Key Words

Reusing and recycling	Using items that can be reused or recycled
Pollution and waste	Harmful to the environment and use the earths limited resources
Abstract	Shapes and patterns that are not realistic images
Composition	The shape and form of the design
Applique	When one shape of fabric is sewn on top of another
Reverse applique	The fabric is layered and sewn underneath and then the top layer is cut out to reveal the layer underneath
Tassel	Decorative element
Hand embroidery	Hand sewn stitches that add pattern and texture to a design
Sequins	Small plastic shapes that add sparkle to a design
Recycled cotton	Fabric which has been constructed from previously used materials
Fabric paints, crayons and markers	Specialist materials which can be heat sealed into the fabric to eliminate fading and prolong life of the item
Embellishment	Adding items and techniques to add detail

MADANI GIRLS SCHOOL YEAR 9 HALF TERM 5

RELIGIOUS EDUCATION

Theme

RELIGION
PEACE AND CONFLICT

Key words

Religion
Peace
Conflict
Jihad
Lesser Jihad
Greater Jihad

Key Questions

- What is Jihad?
- What is lesser jihad?
- What is greater Jihad?
- Is war ever justified?
- What is fighting for a cause?
- What is extremism?
- What are conditions of war?

What is Jihad?

The literal meaning of Jihad is struggle or effort, and it means much more than holy war. Muslims use the word Jihad to describe three different kinds of struggle:

1. A believer's internal struggle to live out the Muslim faith as well as possible.
2. The struggle to build a good Muslim society.
3. Holy war: the struggle to defend Islam, with force if necessary

What is lesser Jihad?

Lesser jihad is about defending Islam from threat. Some people still take up arms against anybody they see as an enemy of Islam. However, many Muslims believe that lesser jihad is of less relevance today than in the past, when Muslims were being persecuted.

Lesser jihad is sometimes called a holy war. It must be approved by a religious leader, fought in self-defence and not used to either convert people to Islam or gain land.

What is greater Jihad?

Greater jihad is about making the effort to be a good Muslim through a personal struggle to improve spiritually. It is a duty and an act of worship. It also means fighting against the nafs (soul) and making it do the right things
To do this Muslims should:

- follow the Five Pillars of Islam
- forgive others
- work for social justice
- study the Qur'an
- help those in need
- avoid negative qualities, eg greed
- avoid temptations, eg alcohol

Religious views on war

- **Christianity** - The main Christian view of war ethics is contained in the doctrine of the Just War. The basic assumption of modern Christians is that war is rarely justified and should be avoided unless the Just War conditions are met.
- **Buddhism -** Non-violence is at the heart of Buddhist thinking and behavior. The first of the five precepts that all Buddhists should follow is "Avoid killing, or harming any living thing." Buddhism is essentially a peaceful tradition. Nothing in Buddhist scripture gives any support to the use of violence as a way to resolve conflict.
- **Judaism -** Judaism teaches that war is sometimes necessary in self-defense and in order to bring about peace. It may therefore be justified.

PEACE

Computing - Knowledge Organiser

Year 9 – HT5 – Ethics

Keywords:	
Copyright	a legal term describing ownership of control of the rights to the use and distribution of certain works of creative expression
Ethical	relating to beliefs about what is morally right and wrong
Infringement	the action of breaking the terms of a law
Dilemma	a situation in which a difficult choice has to be made between two or more options
Legislation	a law or a set of laws that have been passed by Parliament
Technologies	the branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society, etc.
Acknowledging	Where credit is given to the owner/author of the work

Copyright

Visit this link for more information on the Copyright, Designs and Patents Act 1988: https://www.bbc.co.uk/copyrightaware

Ethics/Dilemma's

Points to consider:

- **Driverless cars**
- **Artificial intelligence used in medicine**
- **Robotics**

Additional reading:

https://www.bbc.co.uk/news/magazine-25861214

https://www.bbc.co.uk/news/uk-43778578

https://www.bbc.co.uk/news/magazine-41504285

The Red Room H.G. Wells YEAR 9 UNIT 1 HT 5

Terminology

GENRE = A style or category of art, music, or literature.

Is an example of the Gothic Genre.

ALLUSION= An **allusion** is a figure of speech that references a person, place, thing, or event. Each of these concepts can be real or imaginary, referring to anything from fiction, to classics, to folklore, to historical events and religious manuscripts.

SUBTEXT= The inner meaning of the text– aspects found beneath the surface.

SYMBOLISM= A literary device that uses symbols, or marks e.g. A heart for example is a symbol of love.

FORESHADOWING= Foreshadowing is a literary device in which a writer gives an advance hint of what is to come later in the story. Foreshadowing often appears at the beginning of a story, or a chapter, and it helps the reader develop expectations about the upcoming events.

CHARACTER ANALSIS=Character analysis is when you evaluate a character's traits, their role in the story, and the conflicts they experience. Authors will also reveal character traits, which are a character's behaviours, motivation, personality types, and their relationships with others throughout the story.

Themes

- Character Development
- The Supernatural
- Religion
- The class system
- The home
- The Gothic
- Self autonomy
- Fear

Context

Historical Context : *Herbert George Wells* (21 September 1866 – 13 August 1946) was an English writer. Productive in many genres, he wrote many novels, short stories, and works of social commentary, history, satire, biography and autobiography. "The Red Room" is a short Gothic story written by H. G. Wells in 1894. It was first published in the March 1896 edition of The Idler magazine.

The Church : The church held great influence and in-depth knowledge of the Bible was extremely important.

The Gothic : Gothic tradition can be seen in: supernatural encounters, remote locations, complicated family histories, ancient manor houses, dark secrets and mysteries to create an atmosphere of suspense and terror– the plot of the novel contains most of these elements.

Key Quotations

THE RED ROOM

"They seemed to belong to another age, an older age, an age when things spiritual were indeed to be feared, when common sense was uncommon, an age when omens and witches were credible, and ghosts beyond denying."

'My candle was a little tongue of light in the vastness of the chamber; its rays failed to pierce to the opposite end of the room, and left an ocean of dull red mystery and suggestion, sentinel shadows and watching darknesses beyond its island of light. And the stillness of desolation brooded over it all."

"The fear of fear itself."

Rounders

- Batting – grips and their uses; stance; hitting in different directions; forehand
- Bowling – basic action; stepping action; variation of speed, height, angle, spin
- Fielding – under-arm throwing; over-arm throwing; catching; long barrier stops; stumping out opponent.
- Consistency of skills and techniques
- Responds to environmental conditions with some success.
- Tactical awareness.
- Impact of communication during the game

Rules:

- If the batter hits the ball and reaches 4th post in one hit, the batting team will receive a rounder. If the batter hits the ball and reaches 2nd or 3rd post, the batting team will score ½ a rounder.
- If the batter hits the ball behind, they can only run to first post until the ball gets played forward.
- The ball must not be bowled between the batter's head and knee. If it is above the head, or below the knee it is a no ball. The ball also must not be bowled at the batter's body or to the opposite side to which they are batting on.
- If the bowler bowls 2 consecutive no balls, the batting team will receive ½ rounder.
- You must run outside of the posts.

Athletics throws

- **Throw**: shot putt, javelin, or discus - initial stance, grip, preparation, movement, release, recovery.
- select the most appropriate techniques and tactics relevant for the field event
- adhering to rules, health and safety guidelines
- adjust run ups, take offs and/or throwing technique to maximise performance based on feedback

Javelin:

- 3 different types of grip. Pull javelin back with a straight arm, pull javelin forward in a similar movement to an over arm throw. High elbow and follow through with throw. Progression with the javelin throw can consist of adding in a 3-step run up to the throw. This will help to generate more momentum in the throw and aim to increase the distance of the throw.

Discus:

- Throwing hand on top of discus, fingers spread out. Pull throwing arm back and low. Transfer weight from the back foot to the front foot, release the discus from your index finger.

Shotput:

- Place shotput on neck. Hold shotput with fingers. Bend knees and transfer weight to back foot. Push the shotput forwards and keep elbow high and follow through.

Athletics track

- coordination of legs and arms and stride pattern
- Leg and arm action (hip to lip)
- Posture (body upright, head forward)
- Relay changeovers (upsweep/downsweep)
- Adhering to rules, health and safety guidelines, and considering appropriate risk management strategies
- demonstrating communication and influence on team performance, eg, Relay
- Ability to influence the performance and motivation of self and others