



Huish Episcopi Academy
The best in everyone[®]
Part of United Learning

Knowledge Organisers

Year 9

Summer Term A

Name:

Tutor Group:

Respect

•

Ambition

•

Resilience

Rhetorical Devices	
1	ethos
2	pathos
3	logos
4	direct address
5	anecdote
6	rhetorical question
7	emotive language
8	simile
9	metaphor
10	triple
11	counterargument
12	statistics
13	anaphora
14	hyperbole

Short Story – Amir and George	
1	refugee
2	empathy
3	identity
4	unpalatable
5	liberty
6	narrative voice
7	characterisation

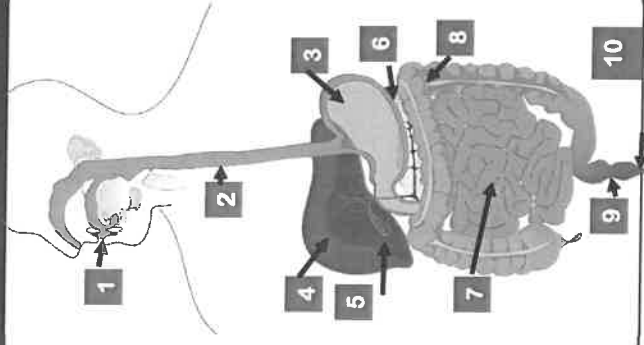
Key Vocabulary	
1	racism
2	emancipation
3	proclamation
4	orator
5	revolution
6	resistance
7	totalitarianism

Huish Episcopi Academy Year 9 BIOLOGY Knowledge Organiser B2 ORGANISATION

1. LEVELS OF ORGANISATION

1	Cell	The smallest unit for building all organisms e.g., muscle cell
2	Tissue	A group of cells with a similar structure and function, which work together to do a particular job e.g., muscle tissue
3	Organ	A group of different tissues, which all work together to do a particular job e.g., heart
4	Organ system	A group of different organs, which all work together to do a particular job e.g., circulatory system
5	Organism	A living thing (capable of the 7 life processes)

DIGESTIVE SYSTEM



2. DIGESTIVE SYSTEM

	Organ	Function
1	Mouth	Mechanical digestion by chewing. Saliva from salivary glands, contains the enzyme amylase
2	Oesophagus	Muscular tubing where peristalsis takes place
3	Stomach	Mechanical digestion by churning. Cells in the lining of the stomach release acid to kill bacteria and produce the enzyme protease
4	Liver	Produces bile
5	Gall bladder	Stores bile
6	Pancreas	Produces digestive enzymes
7	Small intestine	Chemical digestion: larger molecules are broken down into small soluble molecules which are absorbed into the blood
8	Large intestine	Absorbs water from waste back into the bloodstream
9	Rectum	Stores faeces
10	Anus	Ring of muscle allowing faeces to exit the body

3. ENZYMES

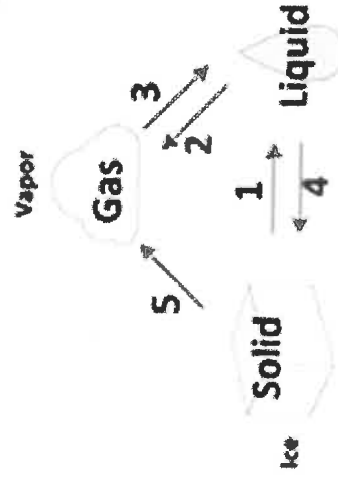
Enzyme	Site of production	Site of action	Substrate	Product
Carbohydrase - e.g. amylase	Salivary glands, pancreas and small intestine wall	Mouth, small intestine	Carbohydrates - e.g., starch	Simple sugars - e.g., glucose
Protease	Stomach, pancreas, small intestine wall	Stomach, small intestine	Proteins	Amino acids
Lipase	Pancreas, small intestine wall	Small intestine	Lipids	Glycerol and fatty acids

Huish Episcopi Academy Year 9 PHYSICS Knowledge Organiser P3 PARTICLE MODEL

States of matter			
	Solid	Liquid	Gas
			
Organisation (Pattern)	Regular pattern	No pattern, random arrangement	No pattern, random arrangement
Spacing of particles (Touching?)	All touching, close together	Close together but may still be touching	Far apart
Motion (Movement of particles)	Vibrate in a fixed position	Move and slide around each other	Move quickly in all directions

Changes of state

1. Melt
2. Boil
3. Condense
4. Freeze
5. Sublimate



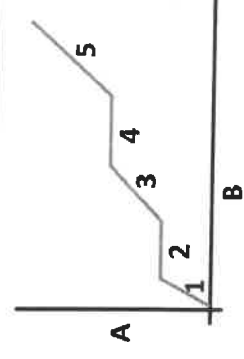
Huish Episcopi Academy
The best in everyone

KEY TERMS

1	Internal energy	The total kinetic energy and potential energy of all the particles (atoms and molecules) that make up a system
2	Changes of state	Physical changes, the material recovers its original properties if the change is reversed
3	Specific heat capacity	The amount of energy required to raise the temperature of one kilogram of the substance by one degree Celsius
4	Specific latent heat	The amount of energy required to change the state of one kilogram of the substance with no change in temperature
5	Specific latent heat of fusion	Change of state between solid and liquid
6	Specific latent heat of vaporisation	Change of state between liquid and gas / vapour
7	Pressure	Pressure is caused by the force exerted by particles in a gas when they collide the walls of a container
8	Density	The mass per unit volume

Changes of state

- A. Temp.
- B. Heat absorbed
1. Solid
 2. Melting
 3. Liquid
 4. Boiling
 5. Gas



Knowledge Organiser | Life and Death

1	Morality	Principles concerning the distinction between right and wrong or good and bad behaviour.	11	Relativism	The view that morality exists in relation to culture, society, or historical context, and is not absolute.
2	Ethics	Moral principles that govern a person's behaviour or the conducting of an activity.	12	Agape	Unconditional love, "the highest form of love, charity" and "the love of God for man and of man for God".
3	Sanctity of Life	The view that all life is sacred because it is made by God.	13	Abortion	A procedure to end a pregnancy.
4	Quality of Life	The standard of health, comfort, and happiness experienced by an individual or group.	14	Pro-Life	Opposing abortion and euthanasia.
5	Rules	One of a set of explicit or understood regulations or principles governing behaviour.	15	Pro-Choice	Advocating the legal right of a woman to choose whether or not she will have an abortion.
6	Natural Moral Law	A system of laws based on close observation of human nature, given to humans by God.	16	Euthanasia	The painless killing of a patient suffering from an incurable and painful disease or in an irreversible coma.
7	Precept	A general rule intended to regulate behaviour or thought.	17	Capital Punishment	The legally authorized killing of someone as punishment for a crime.
8	Reason	The power of the mind to think, understand, and form judgements logically.	18	Animal Rights	the rights of animals to live free from human exploitation and abuse.
9	Absolute	A value or principle which is regarded as universally valid.	19	Dominion	To be in charge of something or rule over it.
10	Situation Ethics	The view that there should be flexibility in the application of moral laws according to circumstances.	20	Stewardship	The job of supervising or taking care of something.

Knowledge Organiser | Equality

1	Equality	The state of being equal, especially in status, rights, or opportunities.	11	Racism	Prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership of a particular racial or ethnic group.
2	Privilege	A special right, advantage, or immunity granted or available only to a particular person or group.	12	Slavery	A condition of having to work very hard without proper pay or appreciation.
3	Prejudice	Pre-judging a person or group based on aspects of their identity in a negative way.	13	Liberation	The action of setting someone free from imprisonment, slavery, or oppression
4	Discrimination	The unjust treatment of different categories of people, especially on the grounds of race, age, sex, or disability.	14	Liberation Theology	A movement in Catholic Christianity which attempts to address the problems of poverty and social injustice as well as spiritual matters.
5	Justice	Fairness; the principle that people receive that which they deserve.	15	Social Change	Changing of the social order of a society.
6	Diversity	The practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc.	16	Gender	A word that is used to talk about how people express masculine (traits most people think of as male) or feminine (traits most people think of as female) traits.
7	Persecution	Hostility and ill-treatment, especially because of race or political or religious beliefs.	17	Gender Equality	The state in which access to rights or opportunities is unaffected by gender.
8	Rights	A moral or legal entitlement to have or do something.	18	Feminism	The advocacy of women's rights on the ground of the equality of the sexes.
9	Universal Declaration of Human Rights	An international document that states the rights and freedoms of all human beings.	19	LGBTQ	An acronym for lesbian, gay, bisexual, transgender and queer or questioning. Terms are used to describe a person's sexual orientation or gender identity.
10	Status	Position or rank in relation to others.	20	Disability	A physical or mental condition that limits a person's movements, senses, or activities.

Huish Episcopi Academy Year 9 History Knowledge Organiser – What happened to Germany after WW2?

Key Terms		
1	Grand Alliance	GB, USA and SU
2	SU	Soviet Union (Russia)
3	Cold War	A war in which there is no physical fighting
4	Truman Doctrine	US foreign policy of containment
5	Atomic bomb	A weapon of mass destruction
6	Marshall Plan	American money given to Europe after WW2
7	Blockade	To prevent people of things from entering or leaving
8	Airlift	Transporting supplies in the case of a blockade
9	Sphere of influence	An area in which a powerful country has influence over surrounding countries

Key Dates		
1	1943	Tehran Conference
2	Feb 1945	Yalta Conference
3	May 1945	Nazi Germany is defeated
4	July-August 1945	Potsdam Conference
5	August 1945	Atomic bombs dropped on Nagasaki and Hiroshima
6	1947	Truman Doctrine and Marshall Plan announced
7	1948	Berlin Blockade and Berlin Airlift
8	1949	West Germany and East Germany announced
Key People		
1	Joseph Stalin	Leader of the Soviet Union
2	Winston Churchill	Prime Minister of GB during WW2
3	Clement Attlee	Prime Minister of GB after Churchill
4	Franklin Roosevelt	President of America during WW2
5	Harry Truman	President of America after Roosevelt

Huish Episcopi Academy Year 9 Geography Knowledge Organiser Energy

Section 1	
1	Natural resource
2	Energy security
3	Energy insecurity
4	Renewable energy
5	Non renewable energy

A resource that is formed naturally by earth's processes

When a country has enough supply to meet demand

When a country does not have enough supply to meet demand

A source that does not run out

Normally fossil fuels, a source that will run out

Section 3	
1	Import
2	Consumption
3	Production
4	Energy efficiency
5	Energy mix

Buying energy from another country

How much energy you use

How much energy you create

How much energy is created without wasting energy

The different sources that a country gets its energy from

Section 2	
1	Fossil fuels
2	Solar energy
3	Biomass
4	Geothermal
5	Hydro electric
6	Fracking

Coal, natural gas and oil

Energy that can be produced from the sun

Energy produced from burning plants or waste

Energy produced from the heat in the earth's crust

Energy produced from dams in rivers

Harvesting shale gas from the earth's crust

Section 4	
1	Wind energy
2	Migrating birds
3	Sustainability
4	Political instability
5	Shale gas
6	NIMBY

Using wind turbines to create energy

Birds which move habitats depending on the season

Creating energy without large amounts of greenhouse gases

When a country does not have a stable government

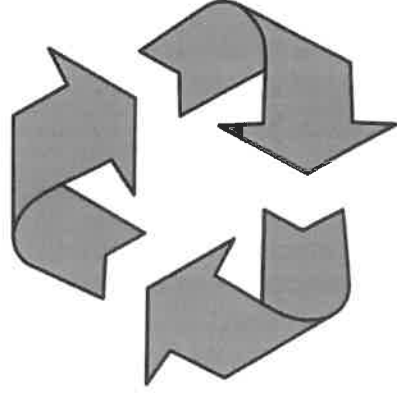
Gas which is trapped in the earth's crust

Not in my back yard (people who object)

1. Problems with the environment		
1	(no) hay	there is/are (not)
2	el tráfico	traffic
3	la bolsa de plástico	plastic bag
4	el ruido	noise
5	la basura	rubbish
6	la polución	pollution
7	la contaminación	contamination
8	los espacios verdes	green spaces
9	no es sostenible	it is not sustainable
10	es un desastre	it is a disaster
11	demasiado/a/os/as	too many
12	mucho/a/os/as	lots of
13	tanto/a/os/as	so much/many

2. What can you do?		
1	se puede / podemos	one can / we can
2	se debería + infinitive	one should
3	usar	(to) use
4	reciclar	(to) recycle
5	reutilizar	(to) reuse
6	reducir el consumo de	(to) reduce the consumption of
7	ahorrar	(to) save (resources)
8	apagar la luz	(to) turn off the light
9	desenchufar los aparatos electrónicos	(to) unplug electronic devices
10	(el) transporte público	public transport
11	menos	less
12	(la) energía	energy
13	(la) basura	rubbish
14	(las) latas	tins
15	(las) botellas	bottles
16	(el) vidrio	glass

3. When you were little did you do more or less to protect the environment?		
1	Cuando era pequeño/a	When I was little
2	antes	before
3	era más/menos ecológico/a	I was more/less environmentally friendly
4	que ahora	than now
5	hacía mucho	I used to do a lot
6	hago mucho	I do a lot
7	no hacía nada	I didn't used to do anything
8	no hago nada	I don't do anything
9	iba a pie	I used to walk
10	voy a pie	I go by foot
11	ahorraba	I used to save
12	(no) reciclaba	I (didn't) used to recycle
13	(no) reciclo	I (don't) recycle
14	reutilizable	reusable



Regular verb endings - imperfect tense		
	-ar verbs	-er/ir verbs
I	-aba	-ía
you	-abas	-ías
he/she	-aba	-ía
we	-ábamos	-íamos
you (pl)	-abáis	-íais
they	-aban	-ían

Irregular verbs- imperfect tense				
There are only 3!	ir – to go	ser – to be	ver – to see	
I	iba	era	veía	
You	ibas	eras	veías	
he/she	iba	era	veía	
we	íbamos	éramos	veíamos	
you (pl)	ibais	erais	veíais	
they	iban	eran	veían	

4. What rights do children have?		
1	El derecho	the right
2	(no) tengo derecho a	I (don't) have the right to
3	los niños no tienen el derecho a	children (don't) have the right to
4	tener una identidad	to have an identity
5	tener una familia	to have a family
6	tener acceso al agua	to have access to water
7	comer	to eat
8	ir al colegio	to go to school
9	ser atendido/a	to be cared for
10	salir	to go out
11	es justo	it is fair
12	es injusto	it is unfair
13	es esencial	it is essential

Near future tense		
ir + a + infinitive		
voy	a	infinitive: hablar
vas		comer
va		visitar
vamos		probar
vais		celebrar
van		hacer
		comprar
		etc...
e.g. voy a visitar = I am going to visit vamos a probar = we are going to try		

5. How can we help others?		
1	Podemos/se puede + inf	we can
2	ser amable con todos	(to) be nice to everyone
3	dar dinero	(to) give/donate money
4	dar ropa	(to) give/donate clothes
5	trabajar de voluntario/a	(to) volunteer
6	educar a la gente	(to) educate people
7	organizar un evento	(to) organise an event
8	una tienda benéfica	a charity shop
9	las personas sin hogar/sin techo	homeless people

6. What do you want to do in the future?		
1	en el futuro	in the future
2	Cuando sea mayor	when I am older
3	(no) quiero	I don't want
4	tengo la intención de	I intend to
5	me gustaría	I would like
6	quiere	he/she wants
7	quieren	they want
8	estudiar en la universidad	(to) study in university
9	luchar contra la injusticia	(to) fight against injustice
10	ayudar a los demás	(to) help others
11	trabajar de voluntario/a	(to) volunteer
12	recaudar fondos	(to) fundraise
13	un refugio de animales	an animal shelter
14	una causa importante	an important cause
15	una causa noble	a worthy cause
16	una asociación de ayuda (al refugiado, a los animales, a la infancia)	a charity (for refugees, animals, children)
17	me parece	it seems to me

Regular verb endings - preterite tense		
	-ar verbs	-er/-ir verbs
I	-é	-í
you	-aste	-iste
he/she	-ó	-ió
we	-amos	-imos
you (pl)	-asteis	-isteis
they	-aron	-ieron

Key irregular verbs - preterite tense		
	hacer – to do	ir – to go
I	hice	fui
you	hiciste	fuiste
he/she	hizo	fue
we	hicimos	fuimos
you (pl)	hicisteis	fuisteis
they	hicieron	fueron



Quels sont les problèmes avec l'environnement dans ta région? - What are the environmental problems in your local area?

Les problèmes	The problems
Grave(s)	Serious
Il y a/Il n'y a pas	There is/are/There isn't/aren't
La pollution de l'air/ de l'eau	Air pollution/ water pollution
Trop de...	Too many/too much...
Assez de...	Enough...
Pollué(e)	Polluted
Les déchets (m)/les ordures (f)	Litter/rubbish
Par terre/dans la mer/dans les rivières	On the ground/ in the sea/ in the rivers
Les espaces verts/ les sites naturels	Green spaces/ natural areas
Mauvais pour les animaux	Bad for the animals
Un sac en plastique	A plastic bag
Le gaz d'échappement	Exhaust fumes
La circulation	Traffic
Les usines	Factories
Le gaz carbonique	Carbon dioxide
C'est une catastrophe!	It's a catastrophe!

Qu'est-ce qu'on peut faire pour protéger l'environnement? - What can we do to protect the environment?

Nous pouvons/On peut	We can
Nous devrions/on devrait	We should
Il faut	It's necessary to (we must)
Il ne faut pas	We must not
Recycler	(to) recycle
Utiliser	(to) use
Acheter	(to) buy
Protéger	(to) protect
Économiser	(to) save
Les produits écologiques	Eco-friendly products
Du verre	Glass
Du papier	Paper
Une bouteille	A bottle
Une boîte	A can/a box
La poubelle	The bin

Quand tu étais petit(e), faisais-tu plus ou moins pour protéger l'environnement? - When you were little did you do more or less to protect the environment?

Quand j'étais petit(e)	When I was little
J'étais plus/moins écologique	I was more/less environmentally friendly
Que maintenant	Than now
Je faisais beaucoup	I used to do a lot
Je ne faisais rien	I didn't do anything
J'allais à pied/ à vélo	I used to walk /go by bike
J'économisais	I used to save
Je (ne) recyclais (pas)	I used to/didn't use to recycle
Une gourde	A flask/water bottle
Réutilisable	Reusable
J'utilise	I use
Je recycle	I recycle

Quels droits ont les enfants dans le monde? - What rights do children have in the world?	
Le droit	The right
J'ai le droit de...	I have the right to...
Je n'ai pas le droit de...	I don't have the right to...
Les enfants ont le droit de...	Children have the right to...
Les enfants n'ont pas le droit de...	Children don't have the right to...
Avoir une identité/une nationalité	To have an identity/nationality
Avoir une famille	To have a family
Avoir accès à l'eau	To have access to water
Manger	To eat
Aller à l'école	To go to school
Être protégé(e)(s)	To be protected
Être soigné(e)(s)	To be cared for
Aimer	To love
Sortir	To go out
C'est juste/ injuste/ essentiel	It's fair/unfair/essential

Qu'est-ce que tu veux faire à l'avenir? - What do you want to do in the future?	
Je (ne) veux (pas)	I (don't) want
J'ai l'intention de/d'...	I have the intention of.../I intend to...
Étudier à l'université	To study at university
Combattre l'injustice	To fight injustice
Aider les autres	To help others
Faire du travail bénévole	To do volunteer work

Comment pouvons-nous/peut-on aider les autres - How can we help others?	
Nous pouvons/on peut (+ Infinitive)	We can
Être sympa à tous	To be nice to everyone
Collecter des fonds (pour)	To fundraise (for)
Donner	To give/donate
Faire du travail bénévole	To volunteer
Sensibiliser le public	To raise awareness
Organiser un événement	To organise an event
Une association caritative	A charity
L'argent	Money
Les vêtements	Clothes

Comment veux-tu aider à l'avenir? - How do you want to help in the future?	
Je veux /voudrais	I want /would like
C'est enrichissant/Important	It's enriching/rewarding/important
Une cause noble/essentielle	A worthy/essential cause
Les SDF	Homeless
Une banque alimentaire	A food bank
Un refuge pour animaux	An animal shelter
Pauvre(s)	Poor

Huish Episcopi Academy Year 9 German Knowledge Organiser –Umwel (Environment)

Umweltprobleme – Environmental Problems	
1	das extreme Wetter
2	zu viel Plastik
3	weniger Bäume; die Erholung
4	die steigenden Temperaturen
5	Tiere in Gefahr
6	Die Luftverschmutzung
7	dies schmutzige Trinkwasser
8	Meiner Meinung nach sind (...) große Probleme
9	du hast Recht
10	Sowohl...als auch...
11	die Klimakrise
Wie umweltfreundlich bist du? How environmentally friendly are you?	
1	Ich bin umweltfreundlich
2	Ich spare Energie/Strom/Wasser
3	Ich recycle Plastik/Papier/Flaschen
4	Ich gehe zu Fuß zur Schule
5	Ich mache das Licht aus
6	Wenn ich das Haus verlasse
7	Ich trenne den Müll
8	Ich sammle Plastik
9	Ich kaufe umweltfreundliche Produkte
10	oft, öfter

Environmental Advice	
1	Ich will / wir wollen...
2	saubere Luft haben
3	im reinen Wasser schwimmen
4	die Temperaturen reduzieren
5	weniger Plastik benutzen
6	Tiere in Gefahr retten
7	Energie sparen
8	Ich sollte/wir sollten...
9	Ich muss/wir müssen...
10	Ich könnte/wir könnten...
11	elektrische Autos fahren
12	Die Flüsse/Seen sauber halten
13	Windenergie benutzen
14	Plastik recyceln
15	Plastik nicht wegwerfen

Was hast du für die Umwelt gemacht? - What did you do for the environment?	
1	Ich habe (...)recycelt
2	Ich habe (Strom) gespart
3	Ich habe (...) benutzt
4	Ich habe (...) gekauft
5	Ich bin mit dem Rad gefahren
6	Ich habe (das Licht) ausgemacht

Huish Episcopi Academy Year 9 German Knowledge Organiser –Umwel (Environment)

Verkehrsmittel - Transport	
1	Ich fahre/wir fahren... I travel/we travel...
2	mit dem Rad By bike
3	mit dem Bus/Auto by bus/car
4	Mit öffentlichen Verkehrsmittel By public transport
5	mit dem Zug by train
6	mit dem Flugzeug by plane
7	Das ist schneller als... that is quicker than...
8	Das ist besser für die Umwelt als... In my opinion (...) are big problems
9	Das ist nicht so umweltfreundlich That is not so environmentally friendly
10	Das ist schmutziger als... that is dirtier than...

Huish Episcopi Academy Year 9 Music Knowledge Organiser Unit 3: Dance Music

Section 1 – Song Structure	
1	Intro The section of the music that introduces the song.
2	Verse A section that repeats in a song, it has the same music, but different lyrics.
3	Chorus The main section of a song, it will repeat both the lyrics and the music in the same way.
4	Bridge A section in a song that links two other sections.
5	Instrumental A section in the music with no lyrics and the instruments contain the melodic interest.
6	Outro The ending section of a song

Section 2 – Musical Layers	
1	Melody The main tune, played on instruments or sung.
2	Chords Two or more notes played at once
3	Bass Line The lowest part in music, provides the harmonic structure of the music
4	Riff A repeated musical pattern used in Rock, Pop and Jazz.

Section 2	
Four on the Floor Common rhythm in disco and dance music	Primary Chords – I, IV, V Common chords used in dance music

Huish Episcopi Academy Year 9 Music Knowledge Organiser Unit 3: Dance Music

Section 3 – Music Technology	
1	Digital audio workstation (DAW) A hardware device or software app used for composing, producing, recording, mixing and editing audio
2	Looping Using music technology to repeat a pattern over and over again.
3	Sampling A digitally recorded clip of sound from another track, used in a different song.
4	Reverb An electronically produced echo effect used in both live and recorded music
5	Multitrack recording A method of sound recording that allows people to record onto individual tracks, before combining them to create a whole song.
6	Overdubbing Recording additional sounds onto a track, often to correct previous mistakes
7	Synthesiser An electronic musical instrument that uses human made sounds to create music. An example would be a keyboard
8	Drum machine An electronic instrument that creates percussion tracks
9	Layering Slowly adding more parts into a song to create musical interest.

Section 4 - Styles	
Disco	
1	Disco genre of dance music that originated in African American communities in the 1970s. Influences include funk, jazz and soul music.
2	Musicians Diana Ross, Bee Gees and Earth, Wind and Fire.
EDM (Electronic Dance Music)	
4	EDM A form of dance music created in the early 1980's, originating in Chicago, USA and created by DJ's and Music Producers.
5	House A form of EDM started in the 1980s and developed more recently in the 2010s
7	Musicians Avicii, Daft Punk and Artrful Dodger
Tango	
8	Tango Tango is a popular dance and music style that originated in the late 19th Century in Buenos Aires, Argentina.
9	Musicians Piazzolla

Year 9 Drama UNIT 3: 'Dulce et Decorum Est'

Section A

1	Devising	Creating or developing something, usually a performance or a plan, from scratch
2	Soundscape	The overall sound environment or background sounds in a scene
3	Slow Motion	A technique where action in a scene is shown at a slower pace to emphasise important moments
4	Mark the Moment	To highlight or emphasise a significant point in time, usually in a performance or story.
5	Thought Track	A technique where a character's inner thoughts are spoken aloud
6	SFX	(Sound Effects): Artificial sounds added to enhance a scene (like explosions or footsteps)
7	Dialogue	The spoken words or conversation between characters in a scene.
8	Ad Lib	Speaking or acting without a script, improvising in the moment.
9	Beat	A small pause in the rhythm of a scene , often to build tension or focus.
10	Ellipsis	A set of three dots (...) indicating something is left out or an unfinished thought.

Section B

1	Projection	How loud or quiet your voice is
2	Pitch	How high or low your voice is
3	Pace	The speed at which an actor delivers their lines or performs their actions
4	Emphasis	The stress or importance placed on certain words or phrases in dialogue
5	Tone	The emotion shown in your voice
6	Gesture	Movements of the hands, arms, or body that express ideas or emotions
7	Eye Contact	Looking directly into another character's eyes, or avoiding this
8	Facial Expression	Movements of the facial muscles to convey emotions and reactions
9	Posture	The way an actor holds and positions their body
10	Body Language	The non-verbal communication conveyed through an actor's movements

Huish Episcopi Academy Year 9 D&T – Product Design Knowledge Organiser – Project 2 – Sustainable Lamps

1. Project Context – 6R's of Sustainability	
1	Sustainability Sustainable design seeks to reduce negative impacts on the environment.
2	Recycle Reprocess a material or product and make something else.
3	Refuse Don't use a material or buy a product if you don't need it or if it's bad for people or the environment.
4	Rethink Rethink the design of products to minimise use of non renewable resources and the use of energy in manufacture.
5	Reduce Cut down the amount of material and energy you use as much as you can.
6	Repair When a product breaks down or doesn't work properly, fix it instead of buying a new product.
7	Reuse Use a product to make something else with all or parts of it.
8	Angle poise The Angle poise lamp has achieved iconic status, and its engaging, anthropomorphic form is well recognised.

2. Materials, Finishes and Processes	
1	Knockdown fittings Knock-down fittings are those that can be put together using only a basic tools. They are temporary joints.
2	Nuts and bolts The bolt consists of a head and a cylindrical body with screw threads along a portion of its length.
3	Rubber washers Rubber washers are flat rubber rings with center holes to accommodate fasteners and increase surface friction.
4	Screws Screws come in a variety of shapes and sizes and are used for securing things together.
5	Mortiser Used for producing square holes and tenons with the slot produced from overlapping the square holes.

3. Iterative Design	
1	Design Brief A design brief outlines the requirements of a design project.
2	Analyse / Analysis To examine a product in detail, explaining how it's made, this can include information on, theme, fabrics, colours, pattern and decoration .
3	Design / Initial Ideas Realisation of a concept or idea into a drawing or model.
4	Modelling Making a model allows designers to visualise and test how a product looks and performs in 3D and is a great way of checking a product's viability .
5	Testing Product testing is a method of analysing a product concept, feature or functionality to determine how potential customers may use or react to the product.
6	Evaluation Reviewing the project or product and considering ways to improve it.
7	Modification Design modification involves making alterations to an existing design to improve its functionality, usability, or aesthetics.

Diagram A – Pillar Drill

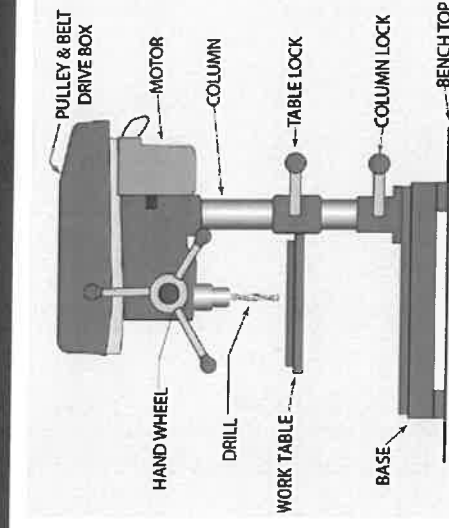
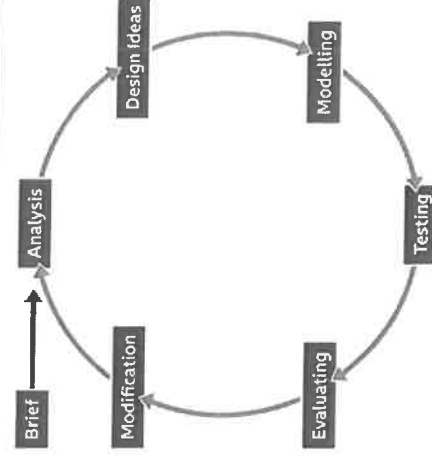


Diagram B – Iterative Design



Huish Episcopi Academy Year 9 - Textiles Knowledge Organiser - Project 2 Designers, Brands and Companies

1. Design Process	
1	Analyse To examine a product in detail, explaining how it's made, this can include information on, theme, fabrics, colours, pattern and decoration.
2	Research Research is work that involves studying something and trying to discover facts about it.
	Mood board An arrangement of images , intended to evoke a particular style or concept.
3	Iterative design The process of continually improving a design or product by frequently testing and evaluating , to create a product fit for the user's needs.
4	Design or initial ideas Realisation of a concept or idea into a drawing or model.

2. Design movement	
1	Design Movement A "movement" is a style or usual feeling in art or design that supports a specific philosophy or ideal
2	Pop Art Pop art is a Design Movement that emerged in the mid- to late-1950s.
3	Pop Art influence The movement is famous for using imagery from popular and mass culture.
4	Pop Art source material Advertising, comic books and mundane mass-produced objects such as tin cans.

3. Project context: Companies		
1	Nike	Nike , is the world's largest supplier of athletic shoes and clothing . The company takes its name from Nike , the Greek goddess of victory.
2	Nike founders	Founded by Bill Bowerman and Phil Knight.
3	Nike Logo	The logo is derived from the goddess' wing, 'swoosh', which symbolises the sound of speed, movement, power and motivation.
4	Converse	Converse was founded in 1908 and made footwear for the military in WW2. One of the first producers of athletic shoes in the USA.
5	Converse founder	Founded by Marquis Mills Converse
6	Converse Logo	Star insignia , the All Star's rubber sole, smooth rounded toe, and wrap-around strip.
7	Vans	Started in 1966. Vans trainers are known for their classic versatile style, most popular for its skateboarding shoes .
8	Vans founder	Founded by Paul Van Doren
9	Vans Logo	The Vans logo represents the name of the brand. The lettering stands for strength, stability, and confidence.
10	Brand	A product manufactured by a company under a particular name. E.g. Nike.
11	Company	A commercial business. E.g. Dyson
12	Designer	A person who plans the design of a product prior to it being made.



Huish Episcopi Academy – Year 9 Food Preparation & Nutrition. Pastry and Gelatinisation

1. Pastry	
1	Shortcrust Pastry
2	Puff Pastry
3	Choux Pastry
4	Filo Pastry
5	Lamination
6	Fat
7	Rubbing in
8	Fluted Pastry Cutter

A short crumbly texture e.g. Quiche, tarts, pasties, pies
Flaky, pulled up layers e.g. sausage rolls, pies, fruit turnovers
Light, airy texture, hollow centre e.g. profiteroles, eclairs
Light, crisp and fragile e.g. Strudels, samosas, parcels
The process of folding flat and alternating layers of pastry.
Fat provides colour, texture, flavour and moisture to pastry.
When making pastry, fat is 'rubbed in' to coat the flour particles. This creates a waterproof layer and minimises gluten formation.
Creates soft waved edges for a rustic fill for pie crusts and cookies.

2. Perfect Pastry – Why keep pastry cool?

1	Slows gluten development
2	Stops solid fat melting (leaking moisture into the flour, butter is approximately 20% water.
3	Allows water in the pastry to even out.
4	Gluten (protein) strands spring back to their normal length, making shaping easier
5	Prevents shrinking when pastry is put in hot oven

3. The benefits of broccoli

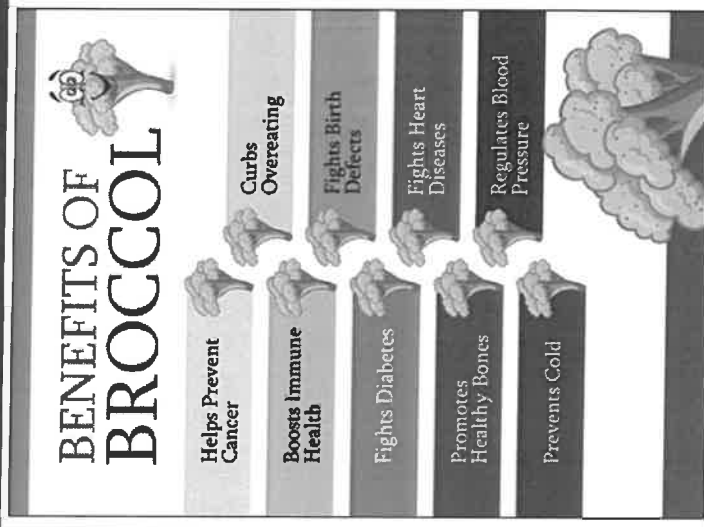


Diagram A – The process of gelatinisation including temperatures

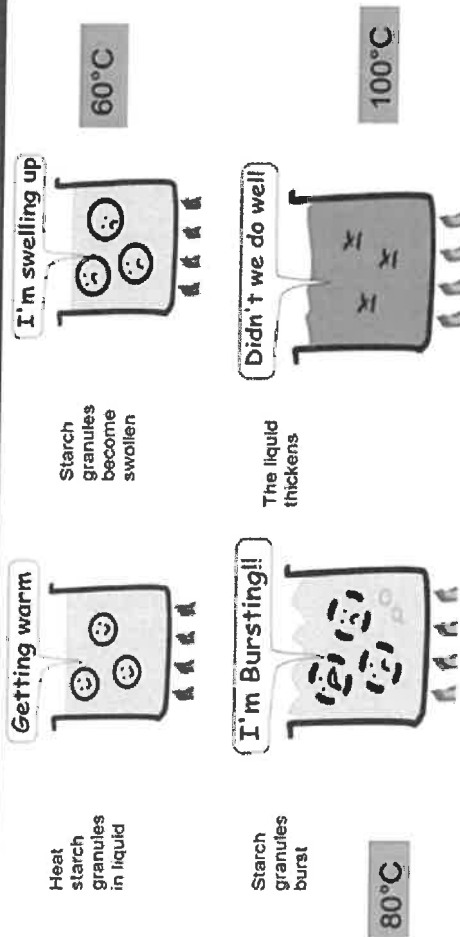


Diagram B - Lamination



Lamination, the process of **folding fat** into **alternating layers** of pastry. When heated the fat melts and the water becomes **steam** which aids the rising of **puff pastry**.

Huish Episcopi Academy Year 9 Computing Knowledge Organiser – Summer A

Section 1	
1	Add In Blender, you can add new objects like meshes, lights, and cameras to your scene using the "Add" menu
2	Animation The process of creating movement by changing an object's properties over time
3	Camera The camera in Blender is used to view and render the scene
4	Colour Colour in Blender can be applied to objects and materials to make them look realistic or stylised.
5	Cone A 3D shape that you can add to your scene
6	Cut Cutting in Blender involves dividing a mesh into smaller parts
7	Edge a line connecting two vertices in a mesh

Section 2	
1	Edit Edit mode in Blender allows you to modify the geometry of objects, such as vertices, edges, and faces
2	Editing involves making changes to objects in your scene
3	Extrude A technique used to extend a face or edge to create new geometry
4	Face A flat surface defined by three or more vertices
5	Focus Refers to the clarity of an object in a render
6	Keyframe A marker that records the value of a property at a specific point in time
7	Knife Used to cut edges and faces in a mesh, allowing for precise editing of geometry

Section 3	
1	Lights Lights in Blender illuminate the scene
2	Location Refers to the position of an object in the 3D space
3	Loop A series of connected edges that form a continuous path around a mesh
4	Mode Blender has different modes for working with objects, such as Object Mode, Edit Mode, and Sculpt Mode
5	Motion Refers to the movement of objects in a scene
6	Move Allows you to change the position of objects in your scene
7	Object Any item in your Blender scene, such as a mesh, light, or camera

Section 4	
1	Organic Organic modeling refers to creating natural, flowing shapes like characters, plants, and animals
2	Parenting A technique where one object (the child) follows the transformations of another object (the parent)
3	Proportional Proportional editing allows you to make smooth, gradual changes to a mesh by affecting nearby vertices
4	Ray Used in rendering to simulate the path of light
5	Render The process of generating a final image or animation from your 3D scene
6	Rotate Allows you to change the orientation of objects in your scene
7	Scale Allows you to change the size of objects in your scene
8	Sphere A 3D shape that you can add to your scene