Knowledge Organiser
Year 9 Autumn 1 2023

BELPER SCHOOL
and Sixth Form Centre

Create Your Future

"Look up at the stars and not down at your feet. Try to make sense of what you see, and wonder about what makes the universe exist. **Be curious**."

Stephen Hawking (1942 – 2018)

A theoretical physicist, cosmologist, and author who, at the time of his death, was director of research at the Centre for Theoretical Cosmology at the University of Cambridge

Name:

Tutor Group:

Contents Page

Science, PE and Technology are on a rotation so have multiple pages in this booklet.
Your teacher will direct you to the appropriate pages when setting work.

In Class Expectations

Out of Class Expectations

Zeal

Synonyms

Passion
Devotion
Eagerness
Enthusiasm
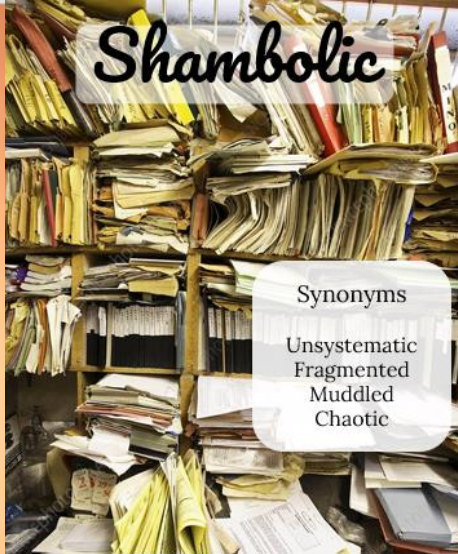
NOUN: great energy or enthusiasm in pursuit of a cause or an objective.

Shambolic

Synonyms

Unsystematic
Fragmented
Muddled
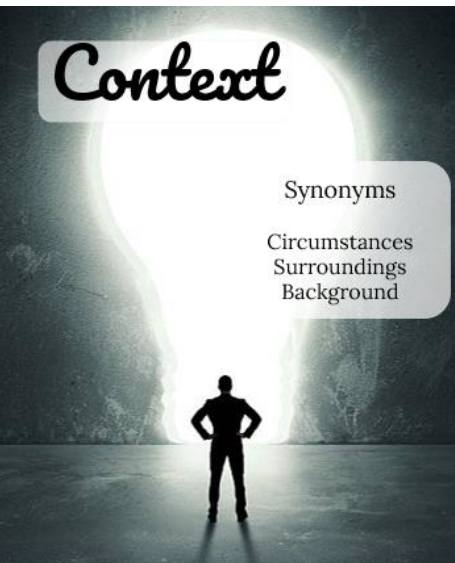Chaotic

ADJECTIVE: chaotic, disorganized, or mismanaged.

Context

Synonyms

Circumstances
Surroundings
Background

NOUN: the situation in which something happens and that helps you to understand it.

Efficient

Synonyms

Effective
Systematised
Methodical
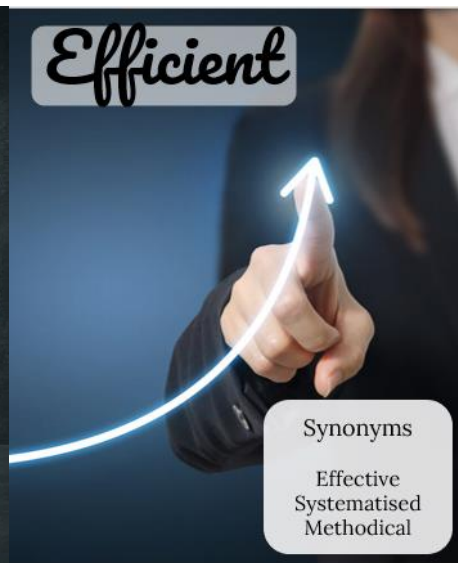
ADJECTIVE: achieving maximum productivity with minimum wasted effort or expense.

Words of the Fortnight

	Word	Where have you used this in your work over the fortnight?	Examples of use in a sentence from a subject	Merits received?
11.09.23	Zeal			
25.09.23	Shambolic			
09.10.23	Context			
16.10.23	Efficient			

Guided Reading Tracker

Date	Title and author	Summary of reading (+interesting or new vocabulary learned)	Signed:	

As part of your library lessons, you are expected to complete **at least 20 minutes** of reading once a fortnight.

To track your reading, you need to complete a row of the table before each library lesson to show details of the book you have read.

Your table also needs to be signed by someone who has witnessed you reading. This will most likely be a parent/guardian but it can alternatively be signed by your tutor, classroom teacher, buddy reader, TA or Sarah in the library.

English: Long Way Down

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Morality	Principles concerning the distinction between right and wrong or good and bad behaviour.
African-American Vernacular English	A variety of English spoken by African-Americans and Will's dialect in the text.
Symbolism	The use of symbols, usually objects, to represent deeper meanings or themes. E.g. Roses symbolise love.
Anagram	a word, phrase, or name formed by rearranging the letters of another. E.g. scares/ cares.
Post-traumatic stress disorder	Or PTSD, is a mental health condition that's triggered by a terrifying event – either experiencing or witnessing it.
Bildungsroman	A novel dealing with one person's formative years or spiritual education. The genre of *Long Way Down.*

Tier 2 vocabulary	Definition
Revenge	The action of hurting or harming someone in return for an injury or wrong suffered at their hands.
Protagonist	The leading character/ one of the lead characters in a novel, film etc. Will is the protagonist in *Long Way Down.*
Antagonist	In literature, the principal opponent of a main character in a drama or narrative.
Corruption	Dishonest or illegal behaviour especially by powerful people.
Dénouement	The final outcome of the main dramatic complication in a literary work.

Section 2: New Key Skills/Strategies

C	CONNECTIVE	Firstly, moreover, furthermore, in conclusion.
P	POINT	Use the wording of the question and identify what your paragraph will explore.
E	EVIDENCE	Find a relevant quotation and identify a language or structural device in it…
A	ANALYSIS	… and then explore the deeper meaning of this quote/technique and how it links to the question.
T	THINK INTENTION AND IMPACT	Explore the intentions of the author and the effect/impact of this on the reader.

Model CPEAT Paragraph

Firstly, the poet presents Will's grief in the poem 'The Sadness' through the use of the symbolism of the 'tooth' and who it relates to. The 'tooth' represents Will's brother and the fact that the tooth is 'ripped' out of his mouth reflects how he feels emotionally about the murder of his brother – that something vital to Will and part of him has been taken away in a brutal and violent manner. The use of the verb 'ripped' evokes a sense of empathy in the reader as Will attempts to come to terms with his loss and his thoughts of revenge.

Section 3: Context and Themes

Gun Crime in America

- In 2020, 418 mass shootings took place in America
- 39,383 people in USA died of gun violence in 2019
- In 2019, there were 36 shootings in American schools
- Most American children are as likely to be killed by a gunshot as they are to die from cancer
- Firearm homicide was the leading cause of death for black men and boys aged 15-34 in 2017 and they were more than 10 times more likely to die from firearm homicide than white males of the same age group.

Write a description based on the image or the opening of a story set in a city.

Creative Writing Top Tips
- Vary everything - vocab, sentence types, paragraphing etc.
- Show don't tell
- Focus on the different senses

Maths: Geometrical Properties: Polygons

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Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Alternate angles	Alternate angles occur where there is a pair of parallel lines and a transversal. They are angles that occur on opposite sides of the transversal line and are equal in size.
Congruent figures	Shapes that are exactly the same as each other.
Corresponding angles	Corresponding angles occur where there is a pair of parallel lines and a transversal. They are angles that are on the same side of the transversal line and are equal in size.
Supplementary angles	Supplementary angles occur where there is a pair of parallel lines and a transversal. They are the angles that lie on the same side of the transversal that passes through two parallel lines. The sum of these angles is 180°.
Transversal	A **transversal line** passes through two lines at two distinct points.
Parallel lines	A pair of straight lines that never meet.
Polygon	A closed two-dimensional geometric figure that has a finite number of sides. The sides of a polygon are made of straight lines.

Tier 2 vocabulary	Definition
Interior angle	Angles that lie inside a polygon
Exterior angle	When the side of a polygon is extended, the angle formed outside the polygon is the **exterior angle**.
Regular polygon	A polygon where all angles are the same size and all sides are the same length
Irregular polygon	A polygon where the sides and the angles are not all the same size

Section 2:

Basic angle facts

Angles on a straight line add up to 180°

A right angle is 90°

Vertically opposite angles are equal

Angles around a point add up to 360°
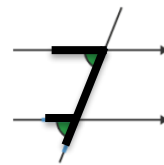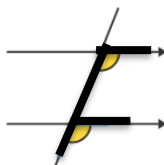
Angles in a triangle add up to 180°

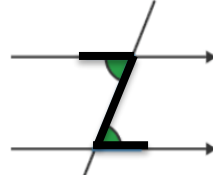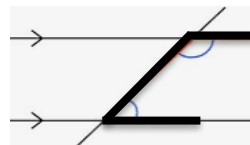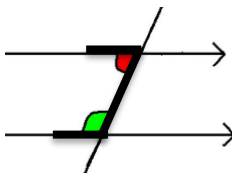Base angles in an isosceles triangle are equal

Angles in Parallel Lines
Corresponding angles are equal

Alternate angles are equal

Supplementary angles add up to 180°

Section 3:

Exterior angles of Polygons
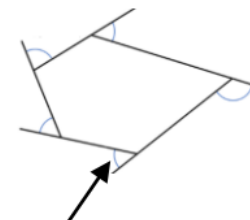
Exterior angles always add up to 360°

Exterior angles are formed by extending the sides of a polygon
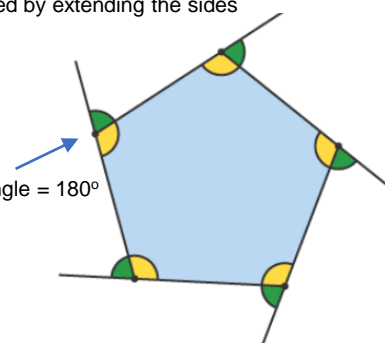
Interior angle + exterior angle = 180°

Interior Angles in Polygons
The sum of interior angles in a polygon can be found by splitting the shape into triangles. The number of triangles is always 2 less than the number of sides.

Sum of interior angles = (number of sides – 2) x 180°
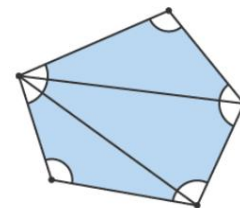
Pentagon (5 sides) can be split into 3 triangles
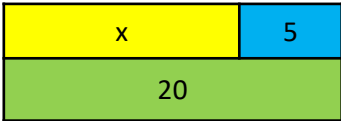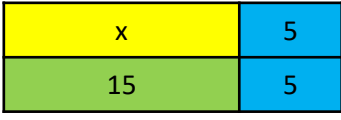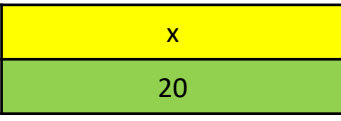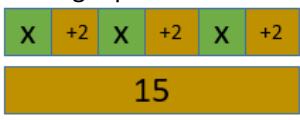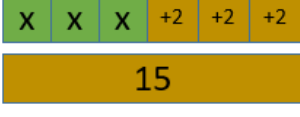
Hexagon (6 sides) can be split into 4 triangles

Angle sum = 3 x 180
= 540°
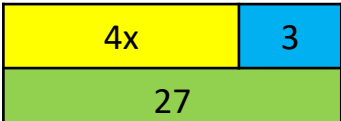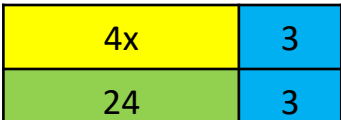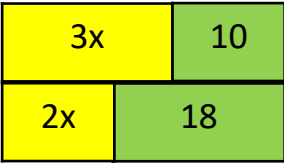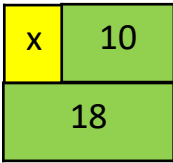
Angle sum = 4 x 180
= 720°
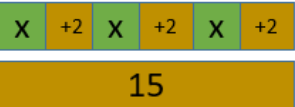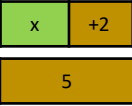
Section 1: Key Vocabulary

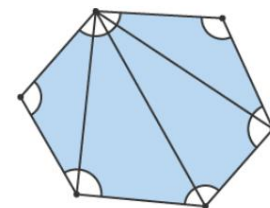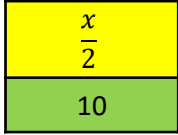| Tier 3 vocabulary	Definition
Algebra	The use of letters or symbols to represent unknown values.
Equation	Shows two things as equal and can be solved to find an unknown, or variable amount.
Solution	A value or values which, when substituted for a variable in an equation, make the equation true.
Unknown	an unknown is a number we do not know. They are commonly used in algebra, where they are also known as variables and represented by symbols
Coefficient	The numerical multiplier for any variable in an expression/equation.
Simplify	To write in a simpler form by collecting common terms.

Tier 2 vocabulary	Definition
Term	A single number or variable
Expression	A "bit of algebra" with a minimum of two numbers/variables and at least one operation.
Variable	A quantity that may change within the context of a problem.
Subject	The unknown number we need to find the value of.
Collecting terms	Simplifying an expression by combining "like terms"
Solve	Numerical value that satisfies the equation.
Product	The result of a multiplication.

Section 2: Knowledge/Skills

Solving one-step equations

1.

$$x + 5 = 20$$
$$-5 \quad -5$$
$$x = 15$$

2.

$$3x = 15$$
$$\div 3 \quad \div 3$$
$$x = 5$$

3.

$$\frac{x}{2} = 10$$
$$\times 2 \quad \times 2$$
$$x = 20$$

Section 2: Knowledge/Skills

Solving two step equations

$$4x + 3 = 27$$
$$-3 \quad -3$$
$$4x = 24$$
$$\div 4 \quad \div 4$$
$$x = 6$$

Solving equations with unknowns on both sides

$$3x + 10 = 2x + 18$$
$$-2x \qquad -2x$$
$$x + 10 = 18$$
$$-10 \quad -10$$
$$x = 8$$

Solving equations involving brackets

$$3(x+2) = 15$$

$$3x + 6 = 15$$

$$3(x+2) = 15$$
$$\div 3 \qquad \div 3$$
$$x+2 = 5$$

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Tier 3 vocabulary	Definition
Gamete	The female (Egg/ovum) and male (sperm) sex cells
Fertilisation	Shere two gametes join together forming a zygote with a full set of chromosome pairs
Natural Selection	Living things better adapted to their environment are more likely to survive and reproduce
Zygote	Fertilised egg cell containing a full set of DNA
Haploid	Cell half the DNA only one of each chromosome
Diploid	Cell with chromosome pairs (full set of DNA)
Discontinuous	Data can be any value within a range
Continuous	Data falls into discrete groups or categories
DNA	Deoxyribonucleic acid. A polymer that contains our genetic information
Chromosome	A structure found in the nuclei of cells. Each chromosome contains one enormously long DNA molecule packed up with proteins.
Gene	Section of DNA found in a chromosome, which often contains instructions for a protein.
Allele	Different versions of the same gene
Dominant	Allele that will always be expressed
Recessive	Allele that will only affect the phenotype if the other allele is also recessive.
Heterozygous	When both the alleles for a gene are different
Homozygous	When both the alleles for a gene are the same
Genotype	The alleles for a certain characteristic that are found in an organism.
Phenotype	The characteristics that a set of alleles produce.
Mutation	A change in the DNA base pairs

Section 2: New Knowledge/Skills

Variation – Discontinuous
Data falls into discrete categories (you can not have a value in between) with a gap shown between on a graph.
The y-axis shows frequency (the number of times something occurs)

Number of leaves on 2-month-old *Begonia rex* plants

Variation - Continuous

Leaf length of *Begonia rex* plants
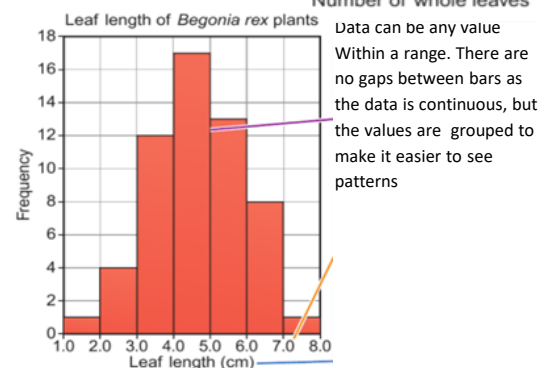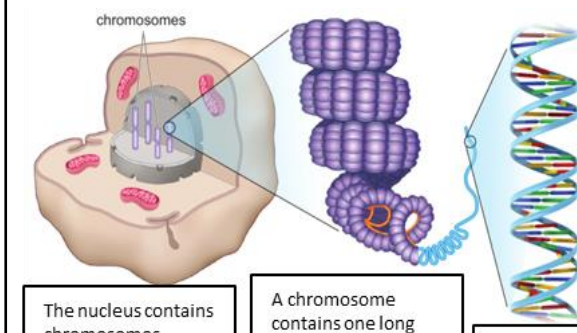
Data can be any value Within a range. There are no gaps between bars as the data is continuous, but the values are grouped to make it easier to see patterns

In a normal distribution curve, the **mean** value is the same as the **mode** (most common value) and the **median** (the middle value).

frequency — mean/median/mode
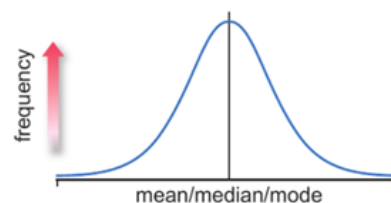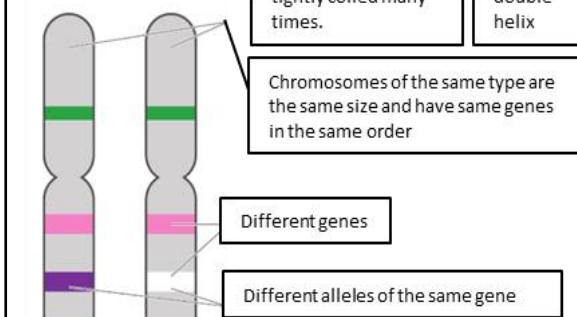
Section 3

chromosomes

The nucleus contains chromosomes

A chromosome contains one long strand of DNA, tightly coiled many times.

DNA is a double helix
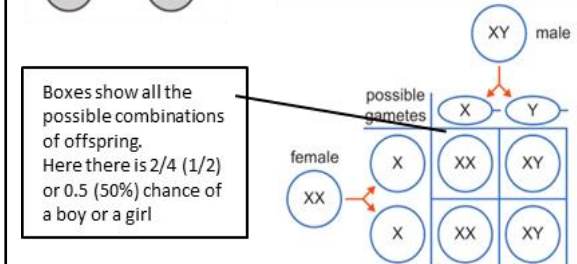
Chromosomes of the same type are the same size and have same genes in the same order

Different genes

Different alleles of the same gene

Boxes show all the possible combinations of offspring.
Here there is 2/4 (1/2) or 0.5 (50%) chance of a boy or a girl

XY male
possible gametes X Y
female XX
X XX XY
X XX XY

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Science: P1 Physics Topic 1. Motion

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Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Scalar quantity	A quantity that has a magnitude (size) but not a direction
Vector quantity	A quantity that has both a size and a direction
Velocity	The speed of an object in a particular direction.
Speed	A measure of the distance an object travels in a given time.
Displacement	The distance travelled in a particular direction.
Acceleration	A measure of how quickly the velocity of something is changing.

Tier 2 vocabulary	Definition
Magnitude	The size of something, such as the size of a force or the measurement of a distance
Unit	What we measure a magnitude in. For example, the unit of distance is meters, the unit of time is secondes.
Gradient	A way of describing the steepness of a line on a graph in numbers

Section 2: New Knowledge/Skills

All measurements are either scalar or vector quantities

Measurement	Scalar	Vector
Distance	Y	
Speed	Y	
Velocity		
Acceleration		
Weight		
All forces		
Energy	Y	

Fill in the missing Ys

Calculating speed and acceleration

$$\text{(average) speed (m/s)} = \frac{\text{distance (m)}}{\text{time taken (s)}}$$

$$\text{acceleration (m/s}^2\text{)} = \frac{\text{change in velocity (m/s)}}{\text{time taken (s)}}$$

When objects fall they accelerate due to the gravitational field on Earth. The values for these quantities are

Acceleration due to gravity is 10 m/s^2

Gravitational field strength is 10 N/kg

Section 3: Skills

Using a Distance / time graph

Alice is walking in the park. Alice stops to chat. Alice in now late
She travels 80m in 100s   to a friend for 100s so she has to jog

mm

How fast was Alice walking in the first 100s?

time taken:
280 s - 200 s = 80 s
gradient = speed
= $\frac{160 m}{80 s}$ = 2 m/s
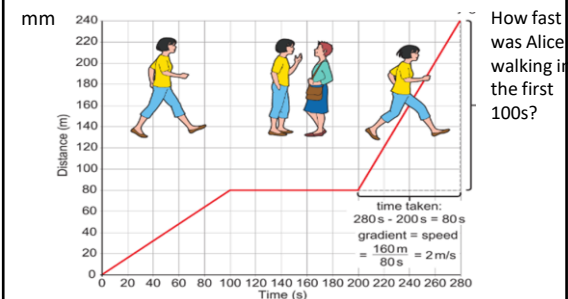
Reading a Velocity / Time graph

The journey of a lift.

We count up As positive.
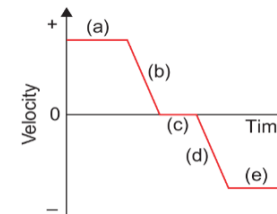
The graph shows a lift moving up at a constant speed (a),
slowing to a stop (b) and waiting at a floor (c) then
accelerating downwards (d) and then travelling downwards
at a constant speed (e)

Distance travelled

The distance travelled can be worked out from a velocity - time graph by calculating the area under the graph for the period you are measuring.

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Science: Chemistry -States of Matter and Mixtures

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Section 1: Key Vocabulary	
Tier 3 vocabulary	**Definition**
Chromatography	Carried out by spotting drops of the samples onto paper, and then allowing a solvent to move up the paper. Different components in the samples travel up the paper in the solvent at different rates.
Chromatogram	The piece of paper showing the results of carrying out chromatography on substances.
Stationary phase	The surface through which the solvent and dissolved substances move in chromatography.
Mobile phase	In paper chromatography, the solvent that moves along the paper carrying the dissolved samples with it.
R_f value	The ratio of the distance travelled by the solute on a chromatogram (measured from the centre of the spot) to the distance travelled by the solvent under the same conditions.
Potable water	Drinking water
Chlorination	The process of adding chlorine to a substance, often to water.
Sedimentation	The process in which rock grains and insoluble substances sink to the bottom of a liquid.
Distillation	The process of separating a liquid from a mixture by evaporating the liquid and then condensing it.
Distillate	Something formed by distillation
Condenser	Apparatus for condensing vapour
Filtrate	Liquid that has passed through a filter
Crystallisation	Separating the solute from a solution by evaporating the solvent

Section 2: New Knowledge/Skills

Creating a chromatogram and calculate Rf values
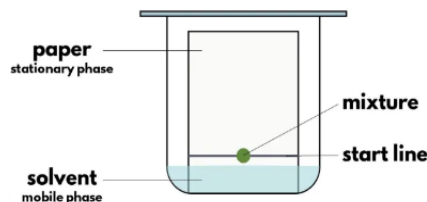
Rf values can be used to identify unknown chemicals. The Rf value is always the same for a particular substance.

The Rf value = distance moved by spot/distance moved by solvent
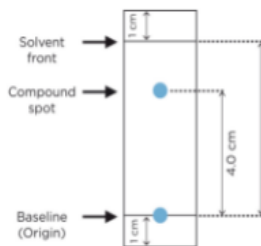
In the above example Rf value = 4.0/5.5 = 0.73

Making potable water
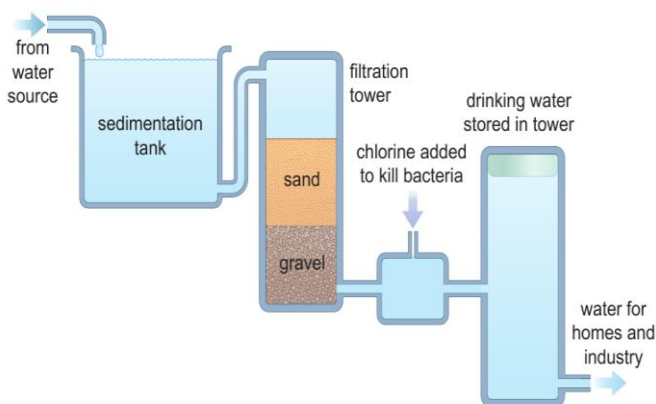
Section 3: Other subject specific things

Apparatus for distillation
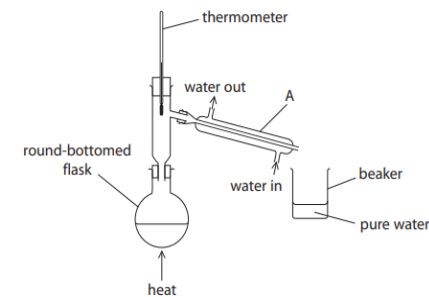
Apparatus for crystallisation

Chromatogram homework task:

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Geography: Coasts

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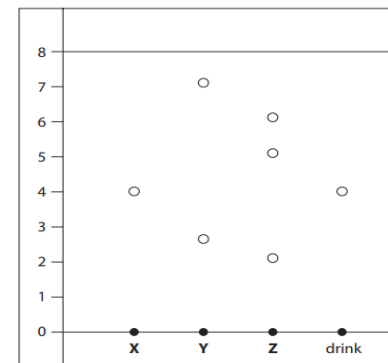
Tier 3 vocabulary	Definition
Erosion	Rock breaking into smaller pieces.
Hydraulic action	Erosion where the force of water against the cliff traps air in cracks in the rock. The rock expands under pressure and over time the rock breaks apart.
Abrasion	Erosion where sediment eg. rocks in the sea hits against the cliffs and break rocks. It acts like sandpaper.
Attrition	Erosion where sediment in the sea hits other sediment, breaking into smaller pieces. Continued attrition = smaller, smoother pebbles and sand particles.
Solution	Erosion where chalk and limestone are dissolved into the sea.
Wave-cut platform	Narrow flat area of hard rock often found at the base of a sea cliff.
Headland	A cliff of hard rock eg. granite, limestone or chalk, that sticks into the sea and erodes slowly.
Bay	The land curves inwards because it is made from soft rock eg clay, and has eroded more quickly.
Sediment	Eroded and deposited material from a variety of sources including cliff erosion and rivers. This may be rocks or sand.
Longshore drift	How sediment is moved along the beach by the sea. The prevailing (main) wind direction pushes it in a particular direction.
Beach	A shore between the high and low water marks, made of deposited sediment.
Spit	A landform created by sediment that has been transported by longshore drift and deposited in the sea. It is a narrow beach.
Hard engineering	Coastal management using structures eg. walls.
Soft engineering	Coastal managment that is more natural eg. beach nourishment.

Tier 2 vocabulary	Definition
Sustainability	Meeting the needs of the present without compromising the ability of future generations to meet their own needs
Social	About people and their community eg. health and education.
Economic	About money eg. jobs and house prices.
Environmental	About our surroundings eg. animals and plants.

Section 2: New Knowledge

Longshore drift
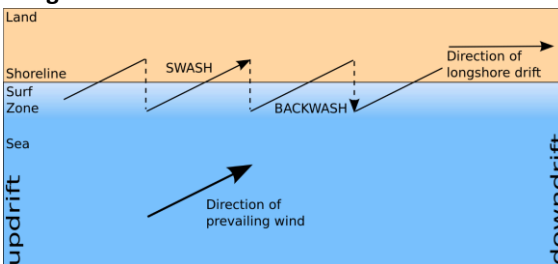
Depositional features
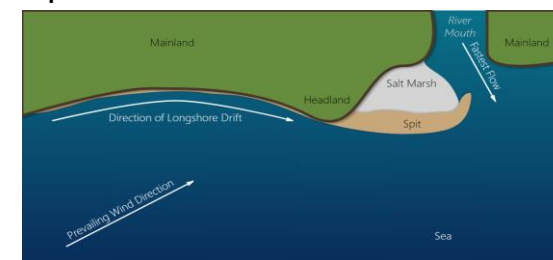
Headlands and Bays
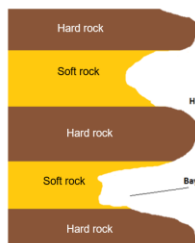
A headland is a cliff that sticks out into the sea.
A bay is an indentation in the coastline between headlands.
• The tougher hard rock (eg.granite) will erode more slowly = headlands.
• The weaker soft rock (eg.clay) will erode more quickly = bays.
• Bays are sheltered = deposition and beaches are formed.

Erosional features

Caves, arches and stacks
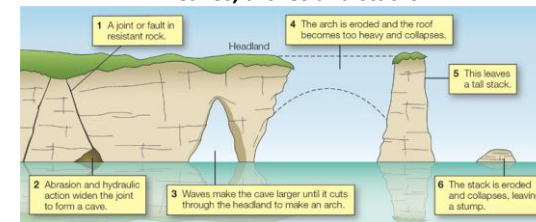
● Erosion attacks a line of weakness in the cliff =cave.
● Continued erosion (eg. abrasion) erodes the back of the cave = arch.
● This is unstable and not supported, so collapses = stack.
● The stack is eroded from the base by the sea and weakened at the top by weathering = stump.

Wave-cut platforms
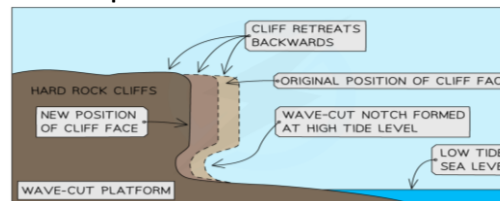
- Waves erode the base of the cliff between the high and low tide levels.
- Continued erosion eg. abrasion = wave-cut notch and overhanging cliff= becomes unstable.
- Eventually it collapses leaving a flat area of rock (wave cut platform) and the cliff retreats (moves backwards).

Coastal management

Management techniques	
Hard engineering	Soft engineering
Walls	Beach nourishment
Groynes	Beach reprofiling
Rock armour	Dune regeneration
Gabions	Managed retreat

Section 3: Geographical Skills

- Compare an OS map with aerial and ground-level photos to identify coastal landforms, and how people try to manage the coast.

- Consider different viewpoints and justify decisions about coastal management.

History: World War One and the Rise of Dictators in Europe

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Front Line	The land nearest the enemy, where the fighting takes place
British Empire	Collection of counties under British control
Imperialism	The desire to have the best collection of countries and to be rich
Trench	Long, thin hole in the ground
Munitions	Bombs, guns, bullets; anything connected with fighting weapons
Home Front	Where events of the war had an impact in Britain.
Fascist	A person or political party with extreme right-wing views, often including racism, national and complete obedience to authority
Conscription	A law that forces all men to join the army
Shell Shock	The psychological effects of war

Tier 2 vocabulary	Definition
Militarism	The desire to have the biggest army and navy
Propaganda	Spreading information which is often false or misleading, to persuade people to support a point of view or cause.
Alliance	An agreement between two or more countries to support each other.

Section 2: New Knowledge

The First World War
August 1914-The first shot fired by a soldier in Togoland, a small German colony (now part of modern day Togo and Ghana).
November 1914- Britain and France declare war on the Ottoman Empire.
1915- Right to work march by women, to show the government their value.
April 1915- Second Battle of Ypres. Poison gas used.
January 1916- conscription introduced.
July 1916- Battle of the Somme begins.
April 1917- USA declares war on Germany.
July 1917- Battle of Passchendaele.
March 1918- Russia reaches a peace with Germany.
November 1918- Armistice signed.

The Rise of Dictatorships in Europe
November 1917- Russian Revolution Lenin and the communists take power**.**
1922- Mussolini announced he was marching to Rome to take over. He was dressed all in black. The king made him Prime Minister of Italy.
November 1923- The Munich Putsch- Hitler tried to seize power, but ended up in prison where he wrote Mein Kampf.
1924- Lenin dies and Stalin takes over in Russia.
1932- The British Union of Fascists (BUF) is formed by Oswald Mosley in Britain.
January 1933- Hitler becomes Chancellor- This meant that Hitler was now in charge.
1936- Spanish civil war starts**.**
1939- Spanish civil war ends, Franco becomes the fascist leader of Spain.
1940- BUF declared illegal and Mosley was interned for WW2

Section 3: Enquiry Questions

What was it like to be British during the First World war?

Why did dictatorships take power in Europe in the 1930's?

Section 4: Source Analysis

When analysing sources consider the following:
Content- What is happening in the picture, who are the key people, what message is it giving?
Context- What else is happening at the time?
Purpose- Why was this cartoon drawn?
Provenance- Who drew it? Who is it the audience?
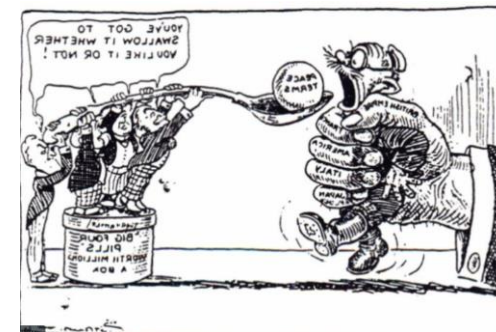
Section 5: Interpretations

How and why historians and others have interpreted the same events and developments in different ways.

For example:
Some historians will argue that Hitler became Chancellor because of the Great Depression.

Other historians will argue that it was due to leadership skills.

World Views: Do We need to Prove God's Existence?

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary	
Tier 3 vocabulary	**Definition**
Evidence	A thing or set of things helpful in forming a conclusion or judgment
Proof	**A**ny evidence that establishes or helps to establish the truth of something.
Interpretation	The meaning assigned to another's creative work, action, behaviour, etc.
Argument	A course of reasoning aimed at demonstrating truth or falsehood
Theology	The study of the nature of God and religious truth.
Allah	The Arabic word for God in Abrahamic religions.
Premise	Statement from which another is inferred or follows.
Conclusion	The proposition established from one or more premises.
Valid/invalid	Containing premises from which the conclusion may logically be derived or not: *a valid/invalid argument.*
Suffering	Pain or distress caused by injury, illness or loss. Suffering can be physical, emotional/psychological or spiritual.
Enlightenment	Knowledge, wisdom, or awakened intellect, of a Buddha. A sudden insight into a transcendental truth or reality.
Karma	The totality of a person's actions and conduct during successive incarnations, that influence their rebirth.
Natural Suffering	Pain or distress caused by natural events such as earthquakes, flood, disease, etc.
Moral suffering	Pain or distress caused by the actions of humans such as killing, theft, etc.

Section 2: Key Questions

Facts, beliefs and opinions

Describe the difference between facts, beliefs and opinions. Find out more about the place of interpretation and viewpoints in our views of the world. Consider questions such as: what do we mean by evidence, proof or likeliness in relation to religious questions? Apply words like 'evidence', 'proof' 'interpretation' and 'argument' accurately in discussions about God.

The Kalam Argument

Describe the Islamic argument that God must exist because the universe had a beginning, and must have had a divine cause (the Kalam Cosmological argument). Find out more about Muslim beliefs in God / Allah. Consider questions about the Muslim experience of prayer, nature and theology which lead Muslims to be sure God / Allah is real. Think of reasons why some people think it is rational and logical to believe in God.

Buddhist views on God

Describe Buddhist understandings of the importance of reducing suffering, and the unimportance of dogma about God. Find out more about the Buddhist view of life. Consider questions such as: what matters most to Buddhists? Why did the Buddha refuse to answer 'God-questions'? Think of reasons why some people don't care about God at all.

Buddhist views on Suffering

Think about the story of the enlightenment of the Buddha and the effect this had on his life. Think about the idea of being 'enlightened' in life for yourselves. Consider questions about the causes of suffering and how to reduce suffering. Think of reasons why Buddhists seek to live without relying on God, but relying on their own effort, mindfulness and practice.

Section 3: Assessment Essay Question:

Assessment Essay Question:

Do we need to prove God's existence?

In answering the question - you should consider:

- What's the difference between facts, beliefs and opinions?
- Why do Muslims believe in God? Do they believe God can be proven to exist?
- Why did the Buddha think belief in God was unimportant?
- In Buddhist thinking, what can save us from pain and suffering?

Skills checklist –
As you write your essay check that you have included…
Knowledge – facts and religious or non-religious beliefs,

Impact of belief – how it affects what people think and do,

Specialist terms,

Sources of authority – where people get their ideas/beliefs from – quotations,
Judgement – how strong, valid or sound the argument is,

Opinion – at least 2 different points of view

World views: Is Death the End?

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Life	The existence of an individual human being or animal.
Purpose	A person's sense of resolve or determination. Or: The reason for which something is done or created or for which something exists.
Death	The action or fact of dying or being killed; the end of the life of a person or organism.
Hedonist	A person who believes that the pursuit of pleasure is the most important thing in life; a pleasure-seeker.
Euthanasia	The painless killing of a patient suffering from an incurable and painful disease or in an irreversible coma.
Abortion	The deliberate termination of a human pregnancy
Sanctity of Life	Human life is holy, precious and sacred.

Section 2: Sources of Authority

John 5:24-25
John 5:28-29
John 14:1-7
Corinthians 15:51-576
Revelations 21:1-4

Section 2: New Knowledge/Skills

Key Questions:

What do people believe about life?

What do people believe about the afterlife?

What is the sanctity of life?

What is abortion?

What is euthanasia?

Has medicine gone too far?

Why do we have funerals?

What do Buddhists believe about life and death?

Does death matter to Humanists?

Is this life hell?

Abortion:
UK Law
Legal up to 24 weeks (in some circumstances) with the agreement of two doctors.

Christianity
Some argue we should be compassionate and permit abortion if the mothers life is in danger. Other Christians say it is a moral evil because every life is a gift from God.

Euthanasia:

UK Law
Illegal and considered either murder or manslaughter and carries a life in prison penalty.
Hospices and palliative care offer pain relief and comfort as end of life care.

Christianity
Christians are generally against Euthansia - "Do not commit murder" but some argue "the most loving action"

Section 3: Assessment Essay Question:

Assessment Essay Question:

Is Death the End?

In answering the question - you should consider:

- A range of beliefs regarding the possibility of life after death.
- Consider where these beliefs come from?
- the importance of this life compared to the hope of an afterlife. (Remembering to consider different views).
- The impact of differing views of life after death on how individuals view earthly life.
- Similarities and differences between Humanists and Christian funeral services.
- Similarities and differences between Buddhist, Christian and Humanists on the purposes of life.

Skills checklist –
As you write your essay check that you have included…
Knowledge – facts and religious or non-religious beliefs,

Impact of belief – how it affects what people think and do,

Specialist terms,

Sources of authority – where people get their ideas/beliefs from – quotations,
Judgement – how strong, valid or sound the argument is,

Opinion – at least 2 different points of view

French: Mon monde à moi

Section 1: Key Vocabulary/Questions

Tier 2 vocabulary	Definition
Present tense	Used to talk about what is happening now.
Near future tense	Used to talk about 'is going' to happen.
Perfect tense	Used to talk about what has happened in the past.
Regular verbs	Follow a pattern (-er, -ir, -re)
Irregular verbs	Follow their own pattern (eg avoir/être/ aller/faire)
Reflexive verbs	A verb that expresses an action that you do to yourself. However some verbs are reflexive in French and not in English.

Questions	Translation
1. Où vas-tu normalement le weekend?	Where do you go at the weekend normally?
2. Qu'est-ce que tu fais	What do you do?
3. C'est comment?	What is it like?
4. Où es-tu allée le weekend dernier	Where did you go last weekend?
5. Qu'est-ce que tu as fait?	What did you do?
6. C'était comment?	What was it like?
7. Où vas-tu aller le weekend prochain?	Where will you go in the future?
8. Qu'est-ce que tu vas faire?	What will you do in the future?
9. ça va être comment?	What will it be like?

Section 2: Grammar

Three Time Frames Review
Use a range of time frames for each verb (regular and irregular)

	Present	Past	Near Future
Je/j	porte	ai porté	vais porter
Je/j	finis	ai fini	vais finir
Je/j	vends	ai vendu	vais vendre
Je/j	ai	ai eu	vais avoir
Je/j	suis	ai été	vais être
Je/j	vais	suis allé(e)	vais aller
Je/j	fais	ai fait	vais faire

☆ **Present tense time phrases** - normalement, d'habitude, quelquefois,de temps en temps , maintenant, souvent

☆ **Past tense time phrases** - le weekend dernier, hier, hier soir, la semaine dernière, l'année dernière, récemment.

☆ **Future tense time phrases**- demain, le weekend prochain, la semaine prochaine, l'année prochaine, à l'avenir

Reflexive verbs
Reflexive verbs have a reflexive pronoun before the verb

	se disputer (avec) to argue (with)	s'entendre (avec) to get on (with)
Je **me/m'**	dispute	entends
Tu **te /t'**	disputes	entends
Il/elle/on **se/s'**	dispute	entend
Nous **nous**	disputons	entendons
Vous **vous**	disputez	entendez
Ils/elles **se/s'**	disputent	entendent

☆ Je **m'**entends bien avec… I get on well with….
☆ Nous **nous** fâchons contre….We get angry with
☆ me /te/se shorten to m'/t'/s' before a vowel
☆ avec **lui** –with **him**/avec **elle** – with **her**/avec **eux** with **them** (m)avec **elles** -with **them (f).**

Section 3: WAGOLL

Salut! Je m'appelle Hugo et j'ai quatorze ans. Quand je suis avec mes amis , j'adore faire des promenades à la campagne, rigoler et prendre des photos! Cependant, quand je suis seul, j'aime la lecture et lire des BD. Mes meilleurs copains s'appellent Kilian et Lucie et d'habitude je m'entends vraiment bien avec eux. Kilian est super gentil et Lucie a un bon sens de l'humour mais parfois on se dispute et elle se fâche contre moi.

Normalement pour fêter mon anniversaire je vais en ville avec ma famille où nous mangeons au restaurant chic. Pourtant, cette annee, c'était différent car j'ai invité mes copains à une fête chez moi et on s'est bien amusés! D'abord j'ai ouvert mes cadeaux . J'ai reçu des jeux vidéo et des BD donc j'étais super heureux! Ensuite nous avons pris des pizzas et nous avons mangé trop de gâteau d'anniversaire! Quelle chance! Après nous avons écouté de la musique et j'ai pris beaucoup de selfies marrants. C'était hyper cool!

Samedi prochain je vais aller au mariage de mon oncle, Adil et son compagnon Lucas. Je vais porter un costume noir, une chemise blanche, une cravate verte et bleue et des chaussures noires. Je pense que je vais être très élégant! On va sortir au restaurant après le mariage et on va manger un repas spécial, ça va être incroyable!

À savoir:
Connectives help to develop and extend your sentences:
aussi - also (goes after the first verb: j'aime aussi les chiens)
et - and
ou - or
mais - but
cependant – however

À trouver

☺ **La Journée Internationale d**
on 30th July. Can you describe what it is ?

☺ France has produced some of the world's top **fashion designers** including Coco Chanel and Christian Lacroix. Can you find some other French designers?

☺ Did you know that **denim** was invented in France? Can you find out where?

FRENCH Y9 Word list Autumn 1.A	
comme sports	as for sports
tellement	particularly
poster	to post/posting
rigoler	to have a laugh
en ville	in town
des randonnées	hikes
pendant	during
aller à la pêche	to go fishing/going fishing
nager	to swim/swimming
surtout	especially

FRENCH Y9 Word list Autumn 1.B	
l'heure du déjeuner	lunch hour
les activités extrascolaires	extra-curricular activities
complètement	completely
sauf	except
participer à	to participate/ participating in
je participe au club (de danse)	I participate in the (dance) club
le footing	jogging
par exemple	for example
tous les vendredis	every Friday
une fois par semaine	once a week

FRENCH Y9 Word list Autumn 1.C	
frisé	curly
raide	straight
les lunettes	glasses
court	short
se fâcher contre lui/elle/moi	to get angry with him/her/me
se disputer avec	to argue with
s'entendre avec	to get on with
Je m'entends bien avec lui/elle	I get on well with him/her
un meilleur ami	A best friend (m)
une meilleure amie	A best friend (f)

FRENCH Y9 Word list Autumn 1.D	
recevoir	to receive/receiving
reçu	received (pp)
finalement	finally
apporter	to bring/bringing
ouvrir	to open/opening
ouvert	open/ed
fêter	to celebratre/ celebrating
cette année	this year
normalement	normally
dormi	slept (pp)

FRENCH Y9 Word list Autumn 1.E	
emprunter	to borrow/borrowing
mettre	to put/putting
un chapeau	a hat
je pense que	I think that
une casquette	a cap
sortir	to go out/going out
acheter	to buy/buying
une chemise	a shirt
une jupe	a skirt
moche	ugly

FRENCH Y9 Word lists Autumn 1.A-E revision set

REVISION:
Scan this QR code which links to the
French Y9 Quizlet word list folder.

Phonics: on/om	
bon	compliqué
donner	comme

Phonics: in/un	
intéressant	un
dessin	brun

Phonics: au/eau/o/ô	
chaud	bateau
poster	hôtel

Phonics: en/an	
ennuyeux	relaxant
entendre	amusant
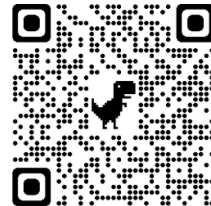
Phonics: ail/aille	
travail	paille
ail	maillot

Phonics: ill/ille	
gentil	fille
lentil	juillet

Phonics: liaison with 's' and a vowel	
plus_ennuyeux	moins_intéressant
très_important	je vais_aller

German: Routine

Section 1: Key Vocabulary/Questions

Tier 3 vocabulary	Definition
Separable verb	Verbs which have a prefix that separates from the main verb when conjugated. The verb does not separate when used in the infinitive
Reflexive verb	A verb which needs a reflexive pronoun that matches the subject (ich wasche mich)
Infinitive	the verb in its original form (usually ending in **en** – spielen -or occasionally **ln** - segeln)
Auxiliary verb	these help another verb, often to express tense or possibility.

Questions	Translation
1. Beschreib deine tägliche Routine	Describe your daily routine
2. Wann bist du gestern aufgestanden?	When did you get up yesterday?
3. Wann wirst du morgen ins Bett gehen?	When will you go to bed tomorrow?
4. Was machst du, wenn es kalt ist?	What do you do, when it's cold?
5. Worauf freust du dich?	What are you looking forward to?

Section 2: Grammar

Separable verbs

A separable verb has a prefix which separates from the main verb in the present tense and the past participle.

aufstehen – to get up

Ich **stehe** um 7 Uhr **auf** – I get up at 7 o'clock
Der Hund **steht** sehr spät **auf** – the dog gets up very late
Note that the verb needs the correct ending

With WO3, the separable prefix attaches to the verb.
Wenn ich um 7 Uhr **aufstehe**, bin ich müde.
Weil der Hund sehr spät **aufsteht**, isst er kein Frühstück.

The past participle makes clear when a verb is separable. Don't forget the auxiliary verb in the perfect tense.
Gestern *bin* ich um 9 Uhr **auf*ge*standen.**
Ich *bin* zu früh **auf*ge*wacht.**

Reflexive verbs

Reflexive verbs need a reflexive pronoun that matches the subject. Some verbs in German are reflexive that aren't in English. These need to be learnt. (e.g. sich entspannen – to relax, sich freuen – to be happy)

sich waschen – to wash oneself

ich wasche **mich** – I wash (myself)
du wäschst **dich** – you wash (yourself)
er wäscht **sich** – he washes (himself)
sie wäscht **sich** – she washes (herself)

wir waschen **uns** – we wash (ourselves)
ihr wascht **euch** – you wash (yourselves)
Sie waschen **sich** – you wash (yourself)
sie waschen **sich** – they wash (themselves)

Section 3: WAGOLL & phonics

Normalerweise stehe ich um halb acht auf, aber gestern war Sonntag und ich bin um Viertel nach elf aufgestanden. Ich will in der Woche nicht so früh aufstehen, weil ich oft müde bin.

Zum Frühstück esse ich täglich Frühstücksflocken. Meine Schwester isst nichts, weil sie keinen Hunger hat. Wenn ich viel Hunger habe, streiche ich auch Toast mit Nutella oder Marmelade. Das schmeckt ganz lecker.

Morgen werde ich um Mitternacht ins Bett gehen, denn wir gehen essen. Mein Bruder hat Geburtstag und wir werden mit unseren Großeltern feiern. Ich werde mich duschen und meine neue Jeans anziehen.

Wenn es kalt ist, ziehe ich mich warm an und ich sehe Dokumentarfilme auf meinem Laptop.

Ich freue mich auf nächstes Wochenende, weil wir ins Kino gehen werden. Ich freue mich so sehr auf den Film!

Gut zu wissen

Scan the code to find out about a typical German school day. Have a think about the similarities and differences with Belper School.

Where do you think you'd rather go to school?

18

GERMAN Y9 Word list Summer 1.A

	ich wache...auf	I wake up
	ich stehe... auf	I get up
	ich dusche mich	I have a shower
	ich wasche mich	I have a wash
	ich ziehe mich an	I get dressed
	ich frühstücke	I have breakfast
	ich verlasse	I leave
	ich koche	I cook
	ich bereite...vor	I prepare
	vor sieben Uhr	before 7 o'clock

GERMAN Y9 Word list Summer 1.B

	aufgewacht*	woke up
	aufgestanden*	got up
	geduscht	showered
	gewaschen	washed
	angezogen	got dressed
	verlassen	left (to leave)
	gekocht	cooked
	vorbereitet	prepared
	gefrühstückt	had breakfast
	bis sieben Uhr	by 7 o'clock, until 7 o'clock

GERMAN Y9 Word list Summer 1.C

	um	at
	Viertel nach	quarter past
	Viertel vor	quarter to
	halb neun	half past 8
	Es ist zwei Uhr	it is 2 o'clock
	um zwei Uhr	at 2 o'clock
	in zwei Stunden	in 2 hours
	um wie viel Uhr	at what time
	wie spät ist es	what time is it
	ich habe keine Zeit	I don't have time

GERMAN Y9 Word list Summer 1.D

	wenn	wenn, if, wehenever
	wenn ich Zeit habe	when I have time
	wenn ich müde bin	when I'm tired
	wenn ich Hunger habe	when I'm hungry
	wenn ich Glück habe	when I'm lucky
	wenn es kalt ist	when it's cold
	wenn es regnet	when it's raining
	obwohl es stressig ist	although it's stressful
	obwohl ich nicht genug schlafe	although I don't sleep enough
	obwohl er Hunger hat	although he's hungry

GERMAN Y9 Word list Summer 1.E

	sich freuen über	to be happy about
	sich freuen auf	to look forward to
	sich amüsieren	to enjoy oneself
	sich entspannen	to relax
	sich verstehen mit	to get on with
	sich streiten	to argue

REVISION: Scan the QR code above to access the word lists on Quizlet! This QR code links to the Y9 sets.

Phonics: **z**	
ziehe	Mar**z**ipan
Ange**z**ogen	**z**auberhaft
Ker**z**e	Mär**z**
Um**z**ug	fas**z**inierend

Phonics: **o** vs **ö**	
Osterhase	sch**ö**n
Obst	L**ö**we
k**o**chen	**Ö**l
Pr**o**st	**Ö**sterreich

Computing: Mastering Python

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Algorithm	A series of simple, logical, step-by-step instructions that must be followed in a strict sequence.
Sequencing	When a set of instructions is carried out in order.
Variable	A storage location in a computer.
Data type	Different types of data are stored in variables: strings, integers, float, Boolean.
String	A data type consisting of alphanumeric characters; e.g. "Hello", "%$&*" and "12345".
Integer	A data type consisting of whole numbers; e.g. 1, 10 and -100.
Floating point number	Also known as a real number. A data type consisting of numbers with decimal point; e.g. 2.3, 5.44 and 10.9.
Selection	Used when making a decision. It involves asking a question to which the answer is either true (yes) or false (no). Depending on the answer, the program follows certain steps and ignore others.
Iteration / loop	When a set of instructions is repeated, also referred to as a loop.
Concatenation	Lets you combine two or more strings or inputs in an output.
if statement	Allows selection in a computer program. Used to decide what to do next if a condition is True.
else statement	Used with if statements to check several conditions in a row.
elif statement	Short for 'else if' and used with if statements and else statements to check several different conditions in a row.
for loop	A type of loop used when we know how many times we want to do something.
while loop	used when we are unsure how many times we wish to carry out a repeated task.

Tier 2 vocabulary	Definition
Execute	To run a program. Select Run then Run Module OR press the F5 button.
Condition	Used to make decisions in a program.
Process	All modern computers function of the idea of input - process - output.
Syntax	The format that the code needs to be in.

Section 2: New Knowledge/Skills

print statement - allows you to display text in the shell.
```
print ("Hello World!")
print ("I am a programmer")
```

input statements - using input ( ) we can ask a user to input information.

```
name = input("Enter your first name: ")
print ("Hello")
print (name)
print ("Pleased to meet you.")
```

Entering an **integer**.
```
number = int(input("Enter a number"))
```

Concatenation
```
userName = input ("What is your name?")
print ("Hello!  " +userName)
```

IF statements - used to select different options depending on a condition (also known as **selection**).

```
realPassword = "computer"
userPassword = input("Please enter the password:  ")
if userPassword == realPassword:
    print ("The password is correct. ")
else:
    print("Wrong password. ")
```

```
number = int(input("Enter a number between -5 and 5"))
if number > 0:
    print ("Your number is positive")
elif number < 0:
    print ("Your number is negative")
else:
    print ("Your number is 0")
```

Section 3: Other subject specific content

Naming variables:

userName is a **variable**.
Choose a recognisable name.
Start with a letter NOT a number.
Can contain letters, numbers and the underscore symbol (_)
Variables are case sensitive (name, Name, NAME)

Indexing strings - Each individual character in a string can be given a index value. The first character in the string is given the index value 0. The table represents a string stored in the variable **programName**.

p	y	t	h	o	n
0	1	2	3	4	5

Adding a random element to your program

```
import random
number = random.randint(1,10)
print (number)
```

Comments -

(#) an explanation or annotation in the code of a program. They make the source code easier for humans to understand, and are generally ignored by the computer.

Syntax errors

```
Traceback (most recent call last):
    File "C:/Python33/a.py", line 2 in <module>
```
Above - it says the line the error is on.
```
    prin (greeting)
NameError: name 'prin' is not defined
```
#Above - it says what type of error.

Don't forget about checking for errors

▯Not indenting correctly, or forgetting to indent.
▯Forgetting the colon (:) at the end of a line for selection - if, elif, else.
▯Incorrect spellings - input instead of input, Print instead of print.
▯Misspelt variable names e.g. username instead of userName.
▯Forgetting the quotes at the end of strings.
▯Forgetting the bracket at the end of a function.

PE: Netball

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Holding Space	Using your body to protect a space you want to move into.
Interception	Deflecting or catching the ball whilst it is on route to another player.
Repossession	Catching, dropping and then re-catching the ball.
Rebounding	Trying to reclaim the ball after an attempted shot at goal.
Driving onto the ball	Sprinting towards the ball when receiving a pass.
Throw-up	Method used to restart the game after two players simultaneously commit a foul.
Double Lead	Two players running out at an angle in different directions to give two passing options to a player in possession of the ball.

Section 2: New Knowledge/Skills

Within the netball module you will learn about :

Tactics used at the centre pass – both in terms of attacking and defending the centre pass in order to try and maintain/win possession of the ball. Think about why it is important to keep possession of the ball during your own team's centre pass.

The correct technique for defending a shot at goal. Know where to move to in order to rebound a shot and then try to regain possession of the ball. Why is this important?

Holding space – you will be able to demonstrate the correct technique and know when to throw the ball to a player who is holding space. Can you identify when this technique would be effectively used?

Intercepting the ball - focusing on the correct technique and being able to intercept a pass without causing contact. Can you identify key points of how to carry out this technique?

Driving effectively onto the ball by running out at an angle, using a change of speed and direction and looking at double leads to help maintain possession of the ball.

PE: Hockey

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Penalty corner	An attacking set piece with the attackers lined up outside the circle and the defenders on the goal line.
Injection	Passing the ball into play from the penalty corner.
25m hit	Hockey's version of football's corner when a defender hits the ball behind their own goal line.
Jab tackle	A one-handed effort to reach in and knock the ball away from a dribbling player.

Section 2: New Knowledge/Skills

In Year 9 Hockey, you will be working towards playing the full **11 v 11** version of the game with some of the more advanced rules such as **penalty corners** and **25m restarts**.

You will develop your range of skills by considering different ways to **score** when you get in and around the **shooting circle**.

Part of your development in hockey will include leadership and you may be asked to set up a practice for your teammates, captain a team or umpire a game.

As you go through the lessons, you should be able to answer some of these questions:

- Explain the difference between the jab tackle and the block tackle?
- Why is a penalty corner awarded and how do the players line up for it to be taken?
- Where (exactly) is a 25m hit take from?
- What are your options if you find yourself dribbling towards the keeper and how would you choose which one to use?
- Name 5 rules you would be looking out for if you were umpiring a hockey game.
- Describe a playing formation you might use to set your team up if you were captain.

PE: Volleyball

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Set	Passing the ball from in front of the forehead using the fingers and thumbs of both hands.
Dig	Passing the ball with the forearms - between the wrists and the elbows.
Spike	Volleyball's version of the smash - hitting the ball firmly over the net making it difficult for the opponents to return.
Block	The best defence against the spike is to jump up with both hands at the net to try to stop the ball coming over to your side.
Serve/service	The start of the rally can be done underarm or overarm. It must be taken by the player at the back right side corner.
Sideout	This is when the service transfers to the other team and the players move to a new position by rotating in a clockwise direction.

Section 2: New Knowledge/Skills

The Year 9 Volleyball module will provide an introduction to a sport which is hugely popular among Key Stage 4 students. You will learn the key rules and skills to enable you to take part in a 4v4 game.

You should be able to answer these questions as you go through your volleyball module:

Give 3 points of technique for performing a set.

Why should a player try to set the ball rather than dig it?

Give 3 points of technique for the dig?

How many shots is a team allowed to get the ball over the net?

How many players are there in a volleyball team?

Who takes the next serve in a game of volleyball?

Suggest 5 ways a volleyball rally comes to an end.

PE: Rugby

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Touch judge	An important officiating role which you may need to take on in lessons.
Gain line	An imaginary line across the pitch where the breakdown occurs.
Conversion	Kicking over the bar for after a try is scored.
Drop kick	A half-volley kick to start the game.
Drop goal	A drop kick over the posts.
Kick for touch	Kicking the ball off the side of the pitch when your team is under pressure.
Props	Two forwards that support the hooker in a scrum.
Hooker	The forward who goes in the front middle of the scrum and tries to hook the ball with their feet.
Fly-half	A back who receives the ball from the scrum-half and decides how the backs will attack.

Section 2: New Knowledge/Skills

In Year 9 rugby we are working towards playing the full 15-a-side version of the games with everyone able to contribute as a back or a forward in a specific position.

Try the following questions to check your knowledge of 15-a-side rugby:

Can you explain the full scoring system in rugby?

How many of the 15 positions on the field can you name?

What is the importance of the 'gain-line'?

How many players make up a full scrum?

Which players do most of the kicking in a game of rugby?

When might a team try for a drop goal?

Where is a conversion taken from?

PE: Table Tennis

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Back spin	Hitting down the back of the ball to make it travel more slowly over the net - a defensive tactic.
Top spin	Hitting over the top of the ball to give it topspin will cause it to dip as it goes over the net - an attacking tactic.
Variation	Doing different things to keep your opponent guessing - playing different shots to different parts of the table for example.
Attack	One playing is usually on the offensive, trying to hit the winning point.
Defence	If your opponent is on the offensive, you made need to adjust your position and your shot selection to effectively defend their shots.
Shot selection	The skill of knowing what shot to use at any point in the game.
Block	A defensive tactic of just putting your bat out to bounce the ball back over the net.
Loop	Playing the ball back high over the net when defending to give yourself time to get ready to defend the next shot.
Backhand flick	An attacking version of the backhand push. Just flick the wrist to add power.

Section 2: New Knowledge/Skills

Year 9 table tennis will provide plenty of opportunity for you to compete with your classmates. As you compete more, you will develop tactical 'answers' to what is happening in the game.

You should be able to recognise when you are in attack and when you are in defence and start to change your shot selection and your positioning.

You will be expected to umpire and keep score for your classmates, being confident in stopping rallies when faults occur.

PE: Gymnastics

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Partners/Pairs	Performing with 1 other student.
Trios/Groups	Performing in a group of 3 or more.
Cannon/ Mirror/ Unison	Performing 1 after the other/performing in time in opposition/performing in time.
Counter balance	Leaning inward or towards a partner or group to support or maintain a balance.
Counter tension	Leaning outward or away from a partner or group to support or maintain a balance.
Weight bearing	Acting wholly or partially as the base of support in a pair or group balance.

Section 2: New Knowledge/Skills

In Year 9 gymnastics, you will be challenged to develop more complex sequences with more people involved and more complex moves. This will not only develop your gymnastic skills, you will need to use good leadership and communication skills to get your group to work as a unit to create and perform the sequence.

Try these questions to check your understanding of Year 9 gymnastics:

Describe a weight-bearing balance as a trio?

Describe a counter-tension position for a group?

Explain how a group of 4 people could perform a counter-balance position?

What qualities does a leader need in order to organise a group into an effective sequence?

PE: Basketball

Section 1: Key Vocabulary	
Tier 3 vocabulary	**Definition**
Rebound	Catching the ball after a missed shot.
Offensive rebound	Taking a rebound when your team is in attack giving your team another chance to score.
Defensive rebound	Taking a rebound when you are in defence, preventing the other team from having another shot.
Assist	Setting a teammate up to score a basket.
Outlet pass	Making a quick pass out from under your own basket to set up an attack after you have taken a rebound.
Breakout dribble	Making a quick dribble out from under your basket (2 or 3 bounces) to set up an attack for your team.
Officiating crew	The team of officials needed to run a basketball game including a referee, an umpire, a scorer and a timekeeper.
Half court defence	Running back after your team lose possession to defend close to your own hoop.

Section 2: New Knowledge/Skills

In basketball this year, you will be working towards playing the full court version of the game, with some of the more advanced rules and tactics. Hopefully, after your lessons, you will be able to answer some of the following questions:

What is the backcourt rule?

What are some of the time limits that players have to be aware of in a game of basketball?

Why is half-court defence played most of the time?

When might a team use full-court defence?

What makes a good rebounder and why are they so important to a team's success?

PE: Health and Fitness

Section 1: Key Vocabulary	
Tier 3 vocabulary	**Definition**
Components of fitness	Our fitness can be broken down into 11 components of fitness which we all possess. Examples include speed, strength, agility.
Effects of exercise	The short term effects of exercise are changes in the body which occur as a result of physical activity. We should know why they occur.
Fitness testing	Each component of fitness can be measured by a test. Using fitness tests can help performers to see if their training is having a positive effect on their fitness.
Circuit training	A method of training which involves exercising at a station then having a rest before moving to the next station.
Weight training	Using a resistance such as a dumbbell to exercise a specific muscle.
Heart rate	How fast our heart beats can be a good measure of how hard we are working and a good measure of how fit we are.

Section 2: New Knowledge/Skills

The Health and Fitness module will give students a good foundation for taking responsibility for their own fitness.

You will look at a variety of ways to measure your own fitness and a variety of ways to improve your own fitness.

Many of the exercises and activities we do can be repeated at home with little or no equipment - you take responsibility!

The unit also provides a taste of some of the content students will experience should they opt for exam PE in KS4.

Try these questions as you complete this module:
How many of the major muscles can you name?
Can you link 5 components of fitness with their fitness test?
Can you list 10 exercises you can do with a pair of dumbbells?
Can you list 10 exercises you can do without any equipment?
Which heart rate is an important measure of your health?

PE: Running

New Knowledge/Skills

You will use the same running route (3 laps/2200m) to work on endurance and work towards a **personal best** time. You will set your own targets based on previous times and set yourself **interim targets** (lap times and split times) to help you reach your goal.

We will continue to develop our **mental approach** to running by looking at some basic **tactics** (strategies) - when to run faster or when to conserve energy.

To improve our performance we will look at two **training methods** which can be used to improve running: **fartlek and interval.**

Fartlek training means running at different speeds for varying distances whereas interval training involves running a set distance or for a set time and then having a period of rest.

PE: Health and Fitness

New Knowledge/Skills

Our focus on health and fitness across the sports will be on the **components of fitness** and how they are required in different activities.

Question: Can you list the 11 components of fitness?

Hopefully, you will be able to identify the main components of fitness used in any sport you do.

PE: Leadership

New Knowledge/Skills

You will be challenged at times to take on the role of captain and help influence your team's performance.

You may be asked to lead a warm up in front of the class to help develop your confidence to stand in front of and speak to a large group of people.

You will also be given time in some activities to create your own practices for a group of classmates.

Art: Black History

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Igbo	tribe from Nigeria
Rebellion	uprising against other people
Voyage	journey
Captive	kept as a prisoner
Shackled	chained together
Enslaved	sold and owned by another person
Propaganda	biased information used to spread a message

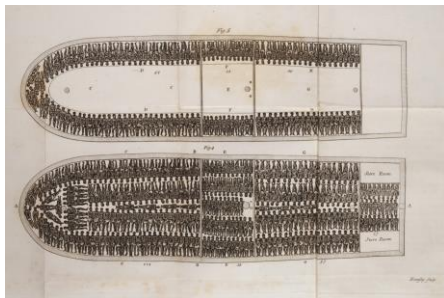| Tier 2 vocabulary	Definition
Charcoal	drawing media- black , crumbly stick made from burnt wood
Blend	merge tone/colour from one to another
Tone	light and shade
Proportion	comparative measurements

Diagram of slave ship 1801

Section 2: New Knowledge/Skills

We are looking at artists related to Black History. Donavon Nelson made a series of drawings about the Igbo slaves to show the horror of slavery.

Donovan Nelson is a Jamaican artist whose art tells the story of the Igbo Landing. The Igbo Landing is a historic site of one of the largest tragedies involving enslaved people in history. Historians say Igbo captives from modern day Nigeria were purchased for an average of $100 each by slave merchants John Couper and Thomas Spalding. The slaves arrived in Savannah, Georgia on the slave ship the Wanderer in 1803. The chained slaves were then reloaded and packed under the deck of a coastal vessel, The York, which would take them to St Simons where they were to be resold. During the voyage, approximately seventy five Igbo slaves rose in rebellion, drowning their captors. By their chief's direction, they then walked into the marshy waters of Dunbar Creek, and to their deaths. Local people claimed that the landing and surrounding marshes in Dunbar Creek were subsequently haunted by the souls of the perished Igbo. Blackpast.org

Igbo Landing
2009
Charcoal on paper
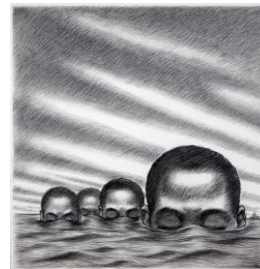
Section 3: Slave trade: context.

www.slavevoyages.org – View this website to explore information about the transatlantic slave trade.

This diagram of the 'Brookes' slave ship (bottom left), which transported enslaved Africans to the Caribbean, is probably the most widely copied and powerful image used by those who campaigned to end the trans-Atlantic slave trade. Traders knew that many of the Africans would die on the voyage and would therefore pack as many people as possible on to their ships - in total there were 609 enslaved men, women and children on board this ship. The conditions would have been appalling. Each person occupied a tiny space in the hold. In this case they had to lie in spaces just 10 inches high and were often chained or shackled together in pairs, making movement even more difficult. The cramped conditions meant that there were high incidences of disease. Because of the long distances involved, food and water was rationed, always in short supply or ran out completely.

By April 1787, the diagram was widely known across the UK, appearing in newspapers, pamphlets, books and even posters in coffee houses and pubs. An image had rarely been used as a propaganda tool in this way before and it proved to be very effective in raising awareness about the evils of the slave trade.

Art: Animal Selfie

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Realism	The quality of representing a person or a thing in a way that is accurate and true to life.
Composition	The way in which different elements of an artwork are combined or arranged.
Focus	Clear visual definition.
Naturalistic	Closely imitating real life or nature.
Coarse	Rough or harsh in texture.
Intense	Extremely strong.
Stippling	A painting technique using small dots of colour.
Symmetry	The quality of being made up of exactly similar parts facing each other.

Tier 2 vocabulary	Definition
Texture	The feel, appearance or consistency of a surface.
Highlight	The very lightest parts of an image.
Layers	A gradual build up of applications to achieve the desired effect.
Crop	A selected section of an original image.
Stroke	A single movement of a brush or other tool that makes a single mark.
Detail	An individual or small part of an item.
Blend	Mixing together so the colours/textures combine and disappear into one another.

Section 2: New Knowledge/Skills

Photorealism

A style of Art and Sculpture characterised by the highly detailed depiction of ordinary life with the impersonality of a photograph.

Wildlife Artists

Alan M Hunt
Carl Brenders
Martin Dowse
David Shepherd

Context

Many wildlife artists' main motivations are to conserve the world's wildlife for future generations. Alan M Hunt states it as his mission to impart some of the love, experience and concern for these animals and to protect the environment and the wildlife we share this planet with, through his Art.

'As a wildlife artist and conservationist, I have grave concerns for the environment and believe it needs as much support as I can possibly give, whether financially or as a spokesman. Rather than become a famous painter, I would like to be remembered as someone who tried to make people aware of the need to protect the environment, wildlife and the planet.'

Artist tips to help you paint animal fur

'Start by painting the eye, when the eye looks correct, the animal starts to come alive'.

'It is important to understand the way fur, hair and feathers grow to believably paint them.'

'See which direction the fur is growing, make sure your brushstrokes follow this direction.'

'Painting fur is a lot like layering tiles on a roof, you start layering them from the bottom up.'

'Remember to work from dark to light with fur, the lightest colour is last.'

Section 3: Other subject specific things

bit.ly/bsadlastselfie

WWF

The World Wide Fund for Nature is an international governmental organisation founded in 1961 that works in the field or wilderness preservation and the reduction of human impact on the environment.

#LastSelfie

Launched on April 9th 2014

The idea behind the campaign is simple - the animals are conveying a message to their viewers which says 'Don't let this be my last selfie.' The timed message functionality on Snapchat was used to highlight that time is running out got the endangered species. After one week 400,000 tweets hit 120 million twitter timelines meaning 50% of all active twitter users were exposed to it. With headlines in more that 6 languages #LastSelfie raised global awareness and in just three days WWF reached their donation target for the entire month.

Drama: Gangs

Section 1: Key Vocabulary

| Tier 3 vocabulary	Definition
Choreographed Movement	Movement which is choreographed is likely to be stylised, rehearsed and carefully sequenced.
Physical Theatre	Physical theatre shows that you don't have to use words to express ideas. It uses techniques such as movement, mime, gesture and dance and can be used to explore complex social and cultural issues.
Direct Address	Direct address in drama refers to a character speaking directly to his or her audience rather than talking to other actors or simply leaving them thinking.
Proxemics	Proxemics is the use of space/distance between characters on stage. This can represent the relationship between characters.
Improvisation	Improvising is inventing and creating content, sometimes spontaneously. It's a great way to generate new ideas and for creating and developing characters, using a variety of useful techniques.

Tier 2 vocabulary	Definition
Hierarchy	A hierarchy is a system of organising people into different ranks or levels of importance, for example in society or in a company.
Gang Dynamics	This behavior often manifests itself in most or all of the gang's members, especially when they are together. This behavior can be explained as 'group dynamics,' which is essentially the way individuals behave when they are part of a group. The behavior can become extreme.

Section 2: Physical Theatre
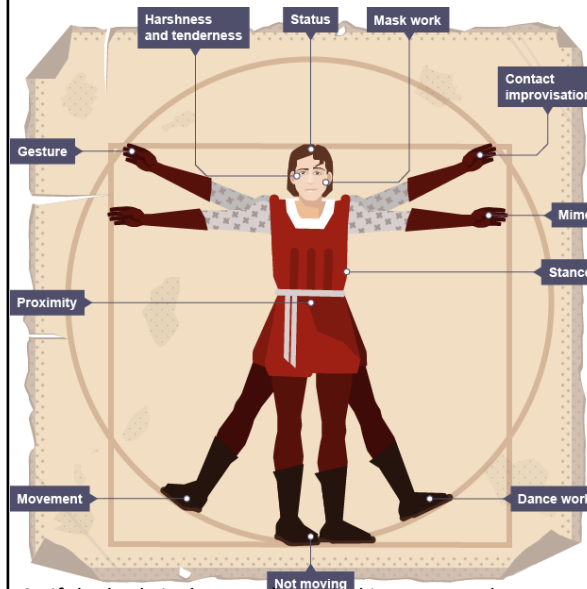
So if the body is the actor's musical instrument, how can you produce the music of Physical theatre?

Mime – This usually means stylised movement but can be comparatively realistic.

Gesture – A gesture may be something small but can have emotional impact or it can be a particular movement that defines a character.

Status – This may be executed by use of levels or by distance or strength of contact, or a combination of all of these with voice work.

Proximity – How close or far you are from your co-performers can be a source of very powerful impact. For example, the threatening gangster who speaks to his victim from a distance of perhaps a couple of inches.

Stance – This is associated with strength as the body could radiate assertion and authority or weakness by stance, incorporating posture.

Harshness and tenderness - Used here as umbrella terms to focus on the fact that in physical work the gestures and bigger movements come together to express the emotions of the piece.

Section 3: Physical Theatre Continued

Movement - Every movement needs to be rehearsed with precision.

Not moving – If the stage is full of characters moving, immobility can have a powerful effect.

Mask work - The impact of a mask is visual and without the facial features to show action, movement becomes an even more central performance instrument.

Dance work – Don't be afraid to include dance in your work; you don't have to be an experienced dancer. 'Dad dancing' can work well in a comedy for instance!

Motif – This is repeated use of a movement pattern which has meaning and reminds us of the central theme of the work.

Gangs and Knife Crime

Follow the QR Code to learn about the Knife Angel.

Links to prior knowledge:
Physical theatre and non-naturalistic techniques – Bullying.
Status and hierarchy – Bullying.

Music: Soundtracks

BELPER SCHOOL and Sixth Form Centre

Section 1: Key VocabularyS

Tier 3 vocabulary	Definition
Leitmotif	A frequently recurring short melodic or harmonic idea which is associated with a character, event, concept, idea, object or situation.
Diagetic Music	Music within the film for both the characters and audience to hear e.g. a car radio, a band in a nightclub or sound effects.
Non-diagetic Music	Music which is put "over the top" of the action of a film for the audience's benefit and which the characters within a film can't hear – also known as UNDERSCORE or INCIDENTAL MUSIC.
Mickey Mousing	When the music fits precisely with a specific part of the action in a film e.g. cartoons.
Ostinato	A repeated music pattern.
Drone	A long held note.

Tier 2 vocabulary	Definition
Soundtrack	The music and sound recorded on a motion-picture film.
Melody	A combination of pitch and rhythm. Often the main tune.
Rhythm	A combination of different note values to create a pattern.
Notation	Written symbols used to represent the notes on the stave.
Composition	The creation of music.

Section 2: New Knowledge/Skills

The history of film music
Early films had no soundtrack and music was provided live, usually IMPROVISED by a pianist or organist.
The first SOUNDTRACKS appeared in the 1920's. In the 1930's and 1940's Hollywood hired composers to write huge Romantic-style soundtracks. Today, film music often blends POPULAR, ELECTRONIC and CLASSICAL music together in a flexible way that suits the needs of a particular film.

How musical elements can be used in film music
Pitch and melody – RISING MELODIES are often used for increasing tension, FALLING MELODIES for defeat. Westerns often feature a BIG THEME. Q&A PHRASES can represent good versus evil. The INTERVAL OF A FIFTH is often used to represent outer space with its sparse sound.

Dynamics – FORTE (LOUD) dynamics to represent power; PIANO (SOFT) dynamics to represent weakness/calm/resolve. CRESCENDOS used for increasing threat, triumph or proximity and DECRESCENDOS or DIMINUENDOS used for things going away into the distance. Horror Film soundtracks often use EXTREME DYNAMICS or SUDDEN DYNAMIC CHANGES to 'shock the listener'.

Harmony – MAJOR – happy; MINOR – sad. CONSONANT HARMONY OR CHORDS for "good" and DISSONANT HARMONY OR CHARDS for "evil".

Duration – LONG notes often used in to describe vast open spaces and SHORT notes often used to depict busy, chaotic or hectic scenes. PEDAL NOTES – long held notes in the BASS LINE used to create tension and suspense.

Texture – THIN/ SPARSE textures used for bleak or lonely scenes; THICK/FULL textures used for active scenes or battles.

Articulation – LEGATO for flowing or happy scenes, STACCATO for 'frozen' or 'icy' wintery scenes. ACCENTS (>) for violence or shock.

Section 3: Other/Previous Knowledge/Skills

The purpose of music in films
Film Music is a type of **descriptive music** that represents a **mood, story, scene or character** through music, it is designed to **support the action and emotions of the film on screen**.

Film Music can be used to:
• Create or enhance a mood (though the ELEMENTS OF MUSIC)
• Function as a LEITMOTIF
• To emphasise a gesture.
• Provide unexpected juxtaposition/irony (using music the listener wouldn't expect to hear giving a sense of uneasiness or humour!)
• Link one scene to another providing continuity
• Influence the pacing of a scene making it appear faster/slower
• Give added commercial impetus (released as a SOUNDTRACK) – sometimes a song, usually a pop song is used as a THEME SONG for a film.
• Illustrate the geographic location (using instruments associated with a particular country) or historical period (using music 'of the time').

Film composers and their soundtracks

Hans Zimmer	John Williams	James Horner

The Marvel Symphonic Universe

Composing Music for Film

Links to prior knowledge: Hooks and Riffs, Keyboard Skills, Rhythm and Poetry (composition)

D&T FOOD: Nutrients / ethical awareness (1)

Tier 3 vocabulary	Definition
Macronutrients	The nutrients needed in larger quantities within the diet. Carbohydrates, proteins and fats.
Micronutrients	The nutrients needed in smaller quantities within the diet. Vitamins and minerals.
Deficiency disease	A health issue related to a lack of one or more nutrients in the diet. E.g. Kwashiorkor, Rickets and Anaemia.
Dietician	An individual who promotes good dietary health and treats nutritional problems by providing practical advice about food choices, based on scientific research.
Complex Carbohydrates	Also known as starchy carbohydrates. These should make up the majority of a person's carbohydrate intake. Providing slow-release energy.
Simple Carbohydrates	Also known as sugary carbohydrates. These should be consumed as a smaller proportion of the carbohydrate intake. Providing fast-release energy.
Proteins	A nutrient provided by meat, fish, diary, nuts. Peas, beans and lentils. Protein is required for growth and repair.
Saturated Fat	A unhealthier type of fat which can be linked to higher risk of obesity, CHD and type II diabetes if consumed in larger quantities. Predominantly from animal sources.
Unsaturated Fat	A type of fat containing a high proportion of fatty acid molecules with at least one double bond, considered to be healthier in the diet than saturated fat. Predominantly from plant sources.
Marinade	A mixture of oils and spices / herbs in which meat, fish or other ingredients are soaked to absorb flavours and soften proteins before cooking.
En papillote	A cooking method where ingredients are cooked and served in a paper or foil wrap.

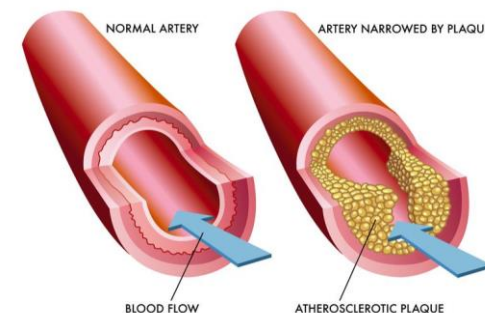| Tier 2 vocabulary	Definition
Obesity	The state of being grossly overweight.
Diabetes	A disease in which the body's ability to produce or respond to the hormone insulin is impaired, resulting in abnormal metabolism of carbohydrates and elevated levels of glucose in the blood.
Ethical Awareness	The ability to recognise moral and ethical issues. (In food these are related to the production, preparation and consumption of food products)
Dietary recommendations	The daily nutritional requirements of individuals that vary depending on a number of factors including age, physical activity level, sex & body size.
Recipe Modification	Changing a recipe to suit different dietary needs or preferences.
Nutrients	a substance that provides nourishment essential for the maintenance of life and for growth.
Creaming method	Combining a fat and sugar as the first stage of a recipe to aerate the mixture.
Melting Method	A cake making method where one or more ingredients are melted prior to the addition of dry ingredients.
Dietary Fibre	A form of carbohydrate which can be soluble (e.g. in oats) and helps to lower risk of heart disease, or insoluble in wholemeal products which helps to remove waste from the body, reducing the risk of constipation, diverticular disease & colon / bowel cancer

Section 2: New Knowledge/Skills

NORMAL ARTERY   ARTERY NARROWED BY PLAQUE

BLOOD FLOW   ATHEROSCLEROTIC PLAQUE

The above diagram shows a picture the thickening and hardening of the artery walls. This build of of plaque is called
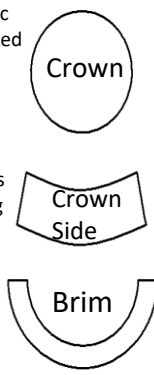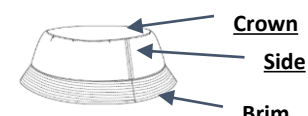
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Section 3

Eatwell Guide

Homework 1: The Google Classroom H&S homework on safety set by your teacher (you can ask your teacher for a paper copy of this quiz if needed).
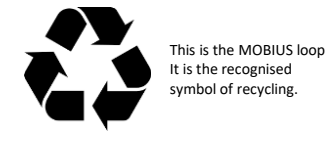**Homework 2:** Read the nutritional information on this knowledge organiser then complete the quiz about Fibre on Google Classroom (ask for a paper copy if you need it.)
Homework 3: Design a poster showing additional research into <u>ONE</u> of the ethical issues discussed in class.

Section 2: New Knowledge/Skills

The melting method - a cake making method which involves melting margarine / butter before adding it to dry ingredients.
List 3 other cake making methods -
1.
2.
3.

D&T TEXTILES: Hats off!

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Top Stitching	A line of stitching that is decorative on the outside of a garment.
Stay Stitching	A row of stitching that helps to keep fabric in the correct shape. Stops it distorting or ripping.
Lining	A layer of different material covering the inside surface of something.
Interfacing	An extra layer of material that is applied to the facing of a garment to add support.
Crown	The top of a hat. Usually circular.
Brim	The part of the hat that sticks out at the bottom to provide shade whilst it is being worn.

Tier 2 vocabulary	Definition
Recycle	To convert waste into a useable material
Reuse	To use something more than once
Reduce	To make a smaller amount of waste
Refuse	Turning down the use of materials and processes that can harm the environment
Repair	Can the product be mended so that it have a longer life?
Rethink	Looking for alternatives to products that are less damaging to the environment

Section 2: Skills

Sewing Patterns

A sewing pattern is a set of shapes that have been DRAFTED to use as templates to cut fabric out. These shapes have been planned and tested to ensure that when you sew them together they will form the GARMENT you want to make!

Sewing patterns are GRADED, this means that the templates are adjusted to fit different sizes of people. For example the hat you are making comes in a range of sizes SMALL, MEDIUM etc

The size of the hat you chose to make will be based on the circumference of your head.

Crown

Crown Side

Brim

Manufacturing Process for the Hat

1. Sew the BRIM to the CROWN SIDE, repeat 4 times
2. Match the outside hat sides together, right sides together
3. Repeat for the lining pieces.
4. Sew each together down the sides.
5. Stay stitch around the top of both hats.
6. Snip into the top of the hat at 1cm intervals. Make sure not to cut through the stay stitching. Repeat for both hats.
7. Pin the outside CROWN onto the top of the outside hat. Repeat for the lining of the hat.
8. Machine around the top of the hat for both the lining and outside.
9. Put the hats together RIGHT SIDES TOGETHER. Match up the edges and pin in place.
10. Sew around the brim, leaving a gap big enough for your hand to get in!
11. Turn the hat right sides out through the gap you left.
12. Top stitch around the edge of the brim, also sewing up the gap.

Crown

Side

Brim

Section 3: Knowledge

Textiles and the Environment

Of all industries textiles is the second most pollutant. As designers and consumers we have a responsibility to be aware of the impact it has.

As designers we should consider the environment when picking the materials we will use to make our designs. For example considering using recycled materials, or sustainably produced fabrics.

FAST FASHION has led to a huge increase in the amount of textiles that end up in landfill. There is also the impact of the MANUFACTURE and CARE of the garments during their life. As consumers we have a responsibility to consider the impact our purchases have on the environment.

Some facts to consider:

*2,700l of water is needed to produce 1 t-shirt. This is equivalent to enough drinking water for one person for 2.5 years.

*10% of all greenhouse gases are produced by textile production.

*0.5million tonnes of MICROFIBRES are released into the oceans each year as a result of washing SYNTHETIC textiles.

The 6 R's

Whilst we are all quite familiar with the idea of recycling materials there actually 6 different 'R' words that we can use to consider our impact on the environment.
This is a list of 6 different guidelines that people can use to help them reduce their impact on the environment. These words can be applied by the designer when the they are creating new products or the consider who is looking to decide what to do with a ripped t-shirt!

REDUCE
RECYCLE
REFUSE
RETHINK
REUSE
REPAIR

This is the MOBIUS loop It is the recognised symbol of recycling.

Section 1: - Key Vocabulary

Tier 3 Vocabulary

Biscuit Joint	Small oval shaped piece of wood used to join two sections of larger wood together
Light Dependant Resistor	LDR – A resistor which changes it's ability to resist the flow of electricity based on the light level
Pillar Drill	A machine drill used to accurately drill holes in wood, metal and plastic
Printed Circuit Board	PCB – Plastic board which is printed with copper track and soldering pads, used to link electronic components together

Tier 2 Vocabulary

Cost	Details about the cost of materials, manufacture, and retail price of a product
Aesthetic	What the theme, colour scheme and look of a product
Function	What a product is intended to do and how
Ergonomic	Detailed about how easy it is to interact with a product, including how it feels
Quality	How well a product is made, and how it effects the durability and material choice
User	How is the intended target market of the product.
Environment	How does your product effect the environment, from raw materials to end of life

Section 2: Skills

Soldering	Being able to solder 'on and off board' components based on a schematic diagram independently. Soldered joints should be neat, use the correct amount of solder, they should be shiny to avoid 'dry joints', with errors being independently identified and repaired.
Biscuit Joint	Mark out joints, then uses a biscuit jointer under close supervision to joint join 2 panels of wood
Pillar Drill	Set up, including the changing the drill bit, to cut small and large diameter holes in wood to a fixed depth and through cut
2D design software	Use CAD software create a themed design, considering suitable and secure location of the PCB, power, and the inputs & outputs
Application of laser cutting	Understand the set up requirement needed to laser cut and engrave materials, including the use of colour to define cut type, and power/speed setting requirements for different materials
Product Assembly	Create a high quality, fully functioning, electronic product from a collection of parts. Including the use of glues and fixing techniques
Health and Safety	Consistently use a wide range of tools and equipment safety, always using the correct PPE

Section 4:- WAGOLL

Section 3:- New Knowledge

Product Analysis and Evaluation

- Complete an in depth evaluation of your own completed practical work, and a similar commercial product using the common evaluation techniques, including CAFEQUE and LCA

Design Theme Research

- Develop your knowledge of a well known designer or design house, being able to explain their style and ethos. Apply this design style to a product

PlaySam   Alessi   Memphis   De Stijl

Life Cycle Assessment

Understand the concept of LCA and how it applies to every stage of a products life. Apply the concept to your product during the evaluation.

Risk Assessment

- Understand the meaning off, and difference between a hazard and a risk.
- Identify people at risk and control measures which can be put into place to make an activity safer
- Complete a formal risk assessment for skills/tools/machines which are used to make the clock project

Processes

Be able to explain the competent safe use of the following machines using annotation and sketches.

- Pillar Drill
- Biscuit Jointer
- Strip Heater/Line Bender

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Consent	Permission or agreement for something to happen
Non-consensual	Not agreed to by one or more people
Complainant	The party who makes the complain in a legal proceeding
Perpetrator	A person who carries out a harmful act
Penetrative	To enter into or through something
Puberty	When adolescents reach sexual maturity
Chlamydia	A sexually transmitted parasite bacterium
Artificial Insemination	Medical procedure of injecting semen into the vagina.
STI	Sexually transmitted infection
HIV	Human immunodeficiency virus that weakens the immune system

Section 2: Aims

During PSHE lessons this half term, we will learn about the following:

- Know what consent means
- Explain why consent is important
- Evaluate different ways of giving consent
- Know about forms of contraception
- Explain the effectiveness of these types of contraception
- Assess what impact sexually transmitted diseases can have on your sexual health

CONTRACEPTION

Find out more about each method at: **brook.org.uk/contraception**

brook

Barrier methods: Stop sexual fluids being transferred between partners. Only condoms (both internal and external) protect against STIs and pregnancy.

Hormonal methods: hormones oestrogen and/or progestogen work to disrupt the process that leads to pregnancy.

Other

Permanent

	External condoms	Internal condoms	Diaphragms and caps	Combined pill	Progestogen-only pill (mini pill or POP)	Contraceptive implant	Contraceptive injection	Contraceptive patch	Contraceptive vaginal ring	Intrauterine system (IUS or Mirena)	Intrauterine device (IUD)	Fertility awareness methods	Sterilisation
Effectiveness (with correct use)	98%	95%	92-99%	99%	99%	99%	99%	99%	99%	99%	99%	75%	99%
Protects against STIs & pregnancy	✓	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
Use only when you have sex	✓	✓	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
Use every day	✗	✗	✗	✓	✓	✗	✗	✗	✗	✗	✗	✓	✗
May help with heavy periods	✗	✗	✗	✓	✗	✗	✗	✓	✓	✓	✗	✗	✗
Lasts for months or years	✗	✗	✗	✗	✗	✓	✓	✗	✗	✓	✓	✗	✓
Widely available	✓	✗	✗	✓	✓	✓	✓	✓	✓	✓	✓	✗	✗
Doesn't interrupt sex	✗	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓
Hormone free	✓	✓	✓	✗	✗	✗	✗	✗	✗	✗	✓	✓	✓
Easy to hide	✗	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mistake proof	✗	✗	✗	✗	✗	✓	✓	✗	✗	✓	✓	✗	✓
LARC (long acting reversible contraception)	✗	✗	✗	✗	✗	✓	✓	✗	✗	✓	✓	✗	✗

2 Black/Blue Pens and 1 Coloured Pen

2 Pencils

Eraser

HI-POLYMER ERASER
Pentel

Pencil Sharpener

Scientific Calculator

CASIO fx-83GT X

CLASSWIZ

1:Calculate

Planner

Ruler

Helix· Shatter Resistant