

# Knowledge Organiser

Year 9 Autumn 1 2024



Create Your Future

“There were some tough days, there were some good days, but you have to just keep going, keep dreaming, and keep believing....” **Be Resilient**

## Bukayo Saka

*England footballer who missed a penalty in the Euro Championship final to Italy in 2021. He was subsequently the victim of racist abuse. He came back with a superb individual goal and success in the penalty shoot out against Switzerland in the Euro 2024 quarterfinals*

Name:

Tutor Group:

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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.

# Timetable

| Week 1    | 1 | 2 | 3 | 4 | 5 |
|-----------|---|---|---|---|---|
| Monday    |   |   |   |   |   |
| Tuesday   |   |   |   |   |   |
| Wednesday |   |   |   |   |   |
| Thursday  |   |   |   |   |   |
| Friday    |   |   |   |   |   |

| Week 2    | 1 | 2 | 3 | 4 | 5 |
|-----------|---|---|---|---|---|
| Monday    |   |   |   |   |   |
| Tuesday   |   |   |   |   |   |
| Wednesday |   |   |   |   |   |
| Thursday  |   |   |   |   |   |
| Friday    |   |   |   |   |   |

## In Class Expectations



## Out of Class Expectations



# 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.





| Section 1: Key Vocabulary                  |  |
|--|--|
| Tier 3 vocabulary                          | Definition   |
| <b>Morality</b>                            | Principles concerning the distinction between right and wrong or good and bad behaviour.                             |
| <b>African-American Vernacular English</b> | A variety of English spoken by African-Americans and Will's dialect in the text.                                     |
| <b>Symbolism</b>                           | The use of symbols, usually objects, to represent deeper meanings or themes. E.g. Roses symbolise love.              |
| <b>Anagram</b>                             | a word, phrase, or name formed by rearranging the letters of another. E.g. scares/ cares.                            |
| <b>Post-traumatic stress disorder</b>      | Or PTSD, is a mental health condition that's triggered by a terrifying event – either experiencing or witnessing it. |
| <b>Bildungsroman</b>                       | A novel dealing with one person's formative years or spiritual education. The genre of <i>Long Way Down</i> .        |

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

## Section 2: New Key Skills/Strategies

|          |                                   |   |
|----------|-----------------------------------|---|
| <b>C</b> | <b>CONNECTIVE</b>                 | Firstly, moreover, furthermore, in conclusion.  |
| <b>P</b> | <b>POINT</b>                      | Use the wording of the question and identify what your paragraph will explore.                    |
| <b>E</b> | <b>EVIDENCE</b>                   | Find a relevant quotation and identify a language or structural device in it...                   |
| <b>A</b> | <b>ANALYSIS</b>                   | ... and then explore the deeper meaning of this quote/technique and how it links to the question. |
| <b>T</b> | <b>THINK INTENTION AND IMPACT</b> | 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

## Section 1: Key Vocabulary


| Tier 3 vocabulary           | Definition  |
|-----------------------------|---|
| <b>Alternate angles</b>     | 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.   |
| <b>Congruent shape</b>      | Shapes that are exactly the same as each other.   |
| <b>Corresponding angles</b> | 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.  |
| <b>Supplementary angles</b> | 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 $180^\circ$ . |
| <b>Transversal</b>          | A <b>transversal line</b> passes through two lines at two distinct points.  |
| <b>Parallel lines</b>       | A pair of straight lines that never meet.   |
| <b>Polygon</b>              | 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  |
| <b>Interior angle</b>       | Angles that lie inside a polygon  |
| <b>Exterior angle</b>       | When the side of a polygon is extended, the angle formed outside the polygon is the <b>exterior angle</b> .   |
| <b>Regular polygon</b>      | A polygon where all angles are the same size and all sides are the same length  |

## Maths watch revision links


<https://vle.mathswatch.co.uk/vle/browse/660>  
<https://vle.mathswatch.co.uk/vle/browse/661>  
<https://vle.mathswatch.co.uk/vle/browse/167>  
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<https://vle.mathswatch.co.uk/vle/browse/731>  
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<https://vle.mathswatch.co.uk/vle/browse/727>

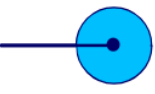
## Section 2:


## Basic angle facts


  
 Angles on a straight line add up to  $180^\circ$

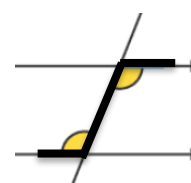
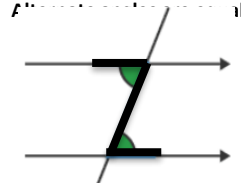
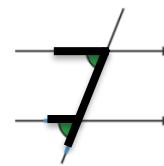
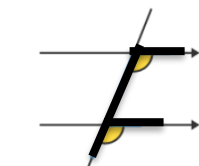
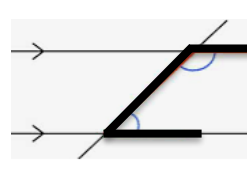
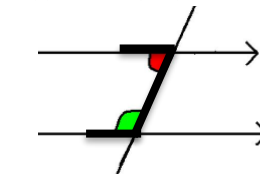
  
 A right angle is  $90^\circ$

  
 Vertically opposite angles are equal

  
 Angles around a point add up to  $360^\circ$

  
 Angles in a triangle add isosceles up to  $180^\circ$  equal

  
 Base angles in an triangle are equal

Angles in Parallel Lines  
Corresponding angles are equal

Supplementary angles add up to  $180^\circ$ 


## Section 3:

## Exterior angles of Polygons

  
 Exterior angles always add up to  $360^\circ$

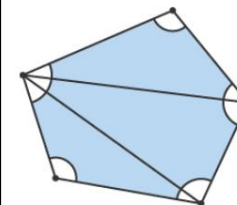
Exterior angles are formed by extending the sides of a polygon

Interior angle + exterior angle =  $180^\circ$

## Interior Angles in Polygons

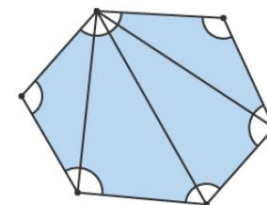
The sum of interior angles in a polygon can be found by splitting the shape into triangles. The number of triangles is always 2 less than the number of sides.

Sum of interior angles = (number of sides - 2)  $\times 180^\circ$



Pentagon (5 sides) can be split into 3 triangles

Angle sum =  $3 \times 180$   
=  $540^\circ$



Hexagon (6 sides) can be split into 4 triangles

Angle sum =  $4 \times 180$   
=  $720^\circ$

## Section 1: Key Vocabulary

| Tier 3 vocabulary             | Definition   |
|-------------------------------|--|
| <b>Line segment</b>           | The section of a line bounded by two points.   |
| <b>Congruent</b>              | Identical in shape and size. Two triangles are congruent if all three sides are the same length (SSS)  |
| <b>Equidistant</b>            | Equal distance   |
| <b>Locus (plural is loci)</b> | A set of points whose location is determined by specified conditions. A circle is the locus of points that are equidistant from a fixed point. |
| <b>Altitude</b>               | The height of a triangle – the vertical distance from the base to the opposite vertex.   |

## Tier 2 vocabulary

| Tier 2 vocabulary        | Definition   |
|--------------------------|--|
| <b>Pair of compasses</b> | A drawing instrument used for creating circles or arcs. Watch this for tips on how to use them!<br><a href="https://www.youtube.com/watch?v=WACcU2ecnic">https://www.youtube.com/watch?v=WACcU2ecnic</a> |
| <b>Rhombus</b>           | A quadrilateral whose four sides all have the same length  |
| <b>Arc</b>               | A segment of the circumference of a circle.  |
| <b>Perpendicular</b>     | Two lines that meet at 90 degrees.   |
| <b>Construction</b>      | A process of creating a diagram using only a pencil, ruler and a pair of compasses.  |
| <b>Bisector</b>          | A line that divides something into two equal parts.  |

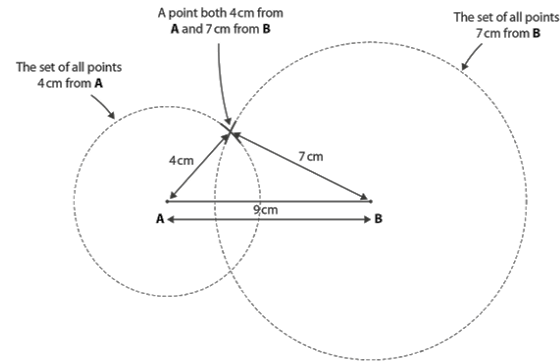
## Maths watch revision links

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<https://vle.mathswatch.co.uk/vle/browse/311>  
<https://vle.mathswatch.co.uk/vle/browse/788>

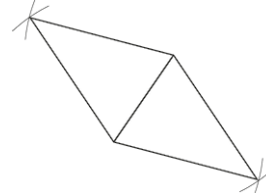
## Section 2: New knowledge

### Use the properties of a circle in construction

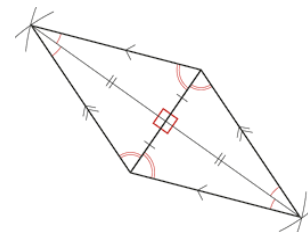
- Draw a triangle with sides 4cm, 7cm and 9cm



- Draw a rhombus by constructing two congruent isosceles triangles joined at a common edge.



### Use the properties of a rhombus to identify the geometric properties that are the basis for standard constructions



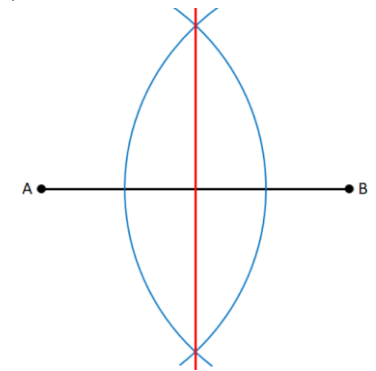
Key properties are:

- The diagonals of a rhombus bisect one another at right angles
- The diagonals of a rhombus bisect the angles at each vertex

## Section 3: Standard constructions

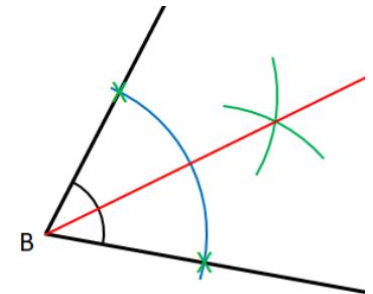
### Perpendicular bisector of the line segment AB

<https://vle.mathswatch.co.uk/vle/browse/309>



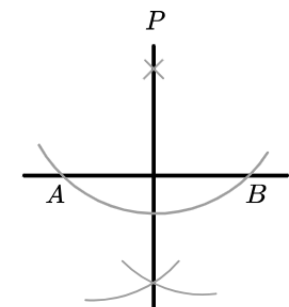
### Angle bisector of the angle B

<https://vle.mathswatch.co.uk/vle/browse/308>



### Perpendicular from a point P to a line AB

<https://vle.mathswatch.co.uk/vle/browse/310>



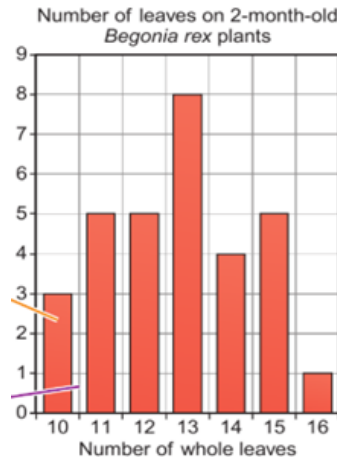


| Tier 3 vocabulary        | Definition   |
|--------------------------|--|
| <b>Gamete</b>            | The female (Egg/ovum) and male (sperm) sex cells   |
| <b>Fertilisation</b>     | Where two gametes join together forming a zygote with a full set of chromosome pairs   |
| <b>Natural Selection</b>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

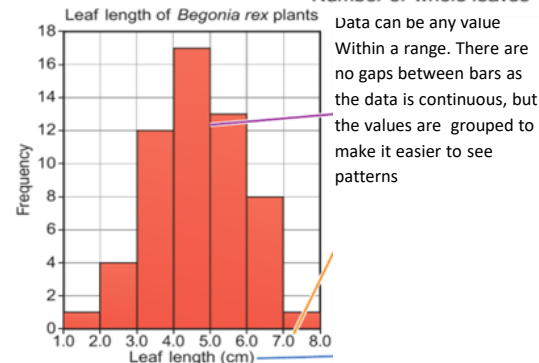
### Section 2: New Knowledge/Skills

#### 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)

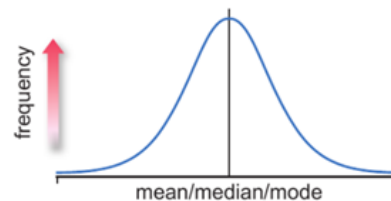


#### Variation - Continuous

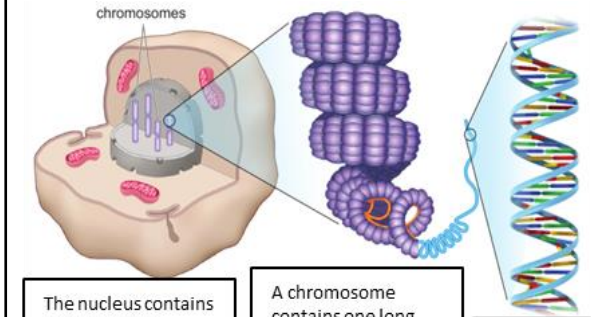


Data can be any value within a range. There are no gaps between bars as the data is continuous, but the values are grouped to make it easier to see patterns

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



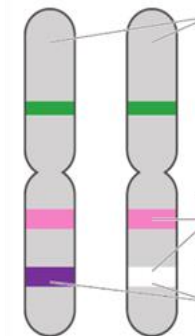
### Section 3



The nucleus contains chromosomes

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

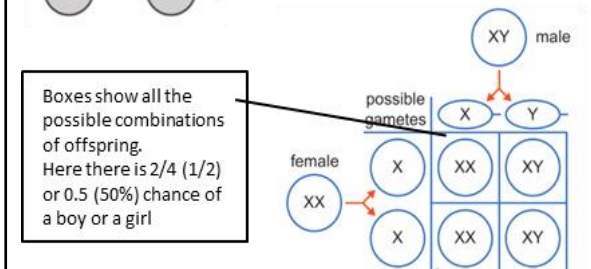
DNA is a double helix



Chromosomes of the same type are the same size and have same genes in the same order

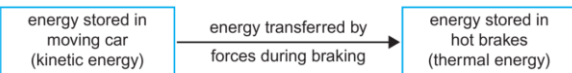
Different genes

Different alleles of the same gene

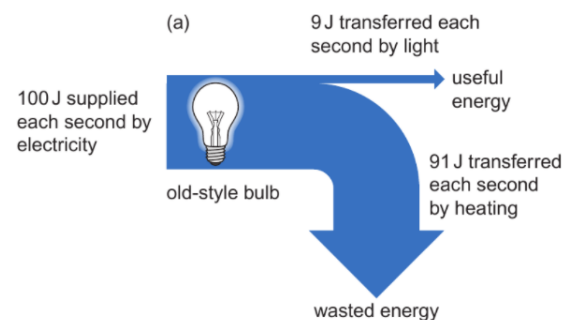


### Section 1: Key Vocabulary

| Tier 3 vocabulary                     | Definition  |
|---------------------------------------|---|
| <b>Gravitational field strength</b>   | The amount gravity pulls on an objects mass N/kg (on earth this is 10N/kg)          |
| <b>Gravitational potential energy</b> | The energy an object gains as it moves away from a source of gravity                |
| <b>Kinetic energy</b>                 | The energy stored in a moving object  |
| <b>Energy Stores</b>                  | Where energy is stationary in one place and in one form                             |
| <b>Energy transfers</b>               | Where energy can be transferred from one form or location to another                |
| <b>Energy transfer diagram</b>        | Shows the stores and transfers of energy going on in a particular situation         |
| <b>Sankey diagram</b>                 | Graphical representation of the percentage of useful and waste energy in a transfer |
| <b>Efficiency</b>                     | A measure of the amount of useful energy transferred in a situation or device       |



**B** A flow diagram showing the energy transfers when a car brakes.



The efficiency of a device can be calculated using this equation:

$$\text{efficiency} = \frac{\text{useful energy transferred by the device}}{\text{total energy supplied to the device}}$$

### Section 2: New Knowledge/Skills

#### Energy Stores and Pathways

##### The Eight Stores

| Store                | Description                                      |
|----------------------|--|
| <b>Chemical</b>      | In batteries, fuels and food                     |
| <b>Kinetic</b>       | In moving objects                                |
| <b>Gravitational</b> | In objects lifted above the Earth's surface      |
| <b>Thermal</b>       | In all objects, it increase with temperature     |
| <b>Magnetic</b>      | Objects within a magnetic field                  |
| <b>Electrostatic</b> | Around positively and negatively charged objects |
| <b>Nuclear</b>       | Stored in the nucleus of an atom                 |
| <b>Elastic</b>       | In objects that are stretched or squashed        |

##### The Four Pathways

| Pathway             | Description  |
|---------------------|--|
| <b>Mechanically</b> | By forces such as friction                               |
| <b>Electrically</b> | When there is a current flow                             |
| <b>By heating</b>   | Due to a temperature difference (conduction, convection) |
| <b>Radiation</b>    | e.g. waves such as light and sound                       |

In any example of something bouncing, falling, rising in the air, swinging etc. There is an interchange between kinetic and gravitational energy.

The gravitational energy top of drop

Transferred mechanically by forces

Into kinetic energy

If there is no drag the kinetic energy at the bottom will be equal to the gravitational energy at the top

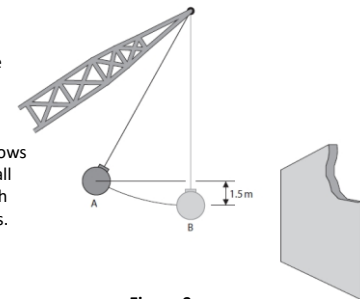


### Section 3: practice questions

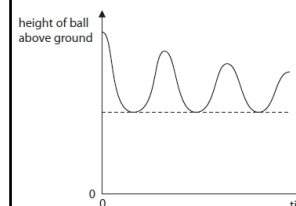
Figure 8 shows a demolition ball of mass 400 kg. The ball is used to demolish a wall.

**Figure 8**

After knocking down the wall, the ball will swing freely.



The graph in Figure 9 shows how the height of the ball above ground varies with time during three swings.



**Figure 9**

1. Explain how the energy within the system changes during this time.

The system consists of the swinging ball and its surroundings.

(6)

#### Plan:

- List all the types of energy you can think of that might be linked to this (*don't worry if they are not correct at this point, just come up with ideas, remember there are 8 stores of energy*)
- List all the ways energy might be being transferred (remember there are 4 ways energy can be transferred)
- Label on the diagram what types of energy the ball has at different times
- Label on the graph these types of energy
- Is some energy wasted along the way? How?
- What order will you write the information in? Where would you start?

Now write your answer, using proper sentences, proper scientific words and in a sensible order

- Calculate the kinetic energy when it is at the bottom of the first swing
- Why is the actually kinetic energy likely to be less than this
- H:** Hence calculate the maximum velocity of the ball

| Section 1: Key Vocabulary   |  |
|-----------------------------|--|
| Tier 3 vocabulary           | Definition   |
| <b>Thermal conductivity</b> | A measure of how good a material is at allowing heat to transfer through it              |
| <b>Convection</b>           | Hot fluids rise as they have more energy and become less dense (lighter)                 |
| <b>Convection Current</b>   | A flow of hot and cold fluids, rising and sinking in a cycle in a given space            |
| <b>Infra-red Radiation</b>  | Electromagnetic waves given off from hot objects, absorbed and emitted by darker objects |
| <b>Renewable</b>            | Energy resources that will be available again after being used                           |
| <b>Non-renewable</b>        | Energy resources that will run out and will not be there again                           |
| <b>Climate change</b>       | The changes in the weather, global temperature and rainfall across the Earth             |
| <b>Carbon Neutral</b>       | A resource that removes as much CO <sub>2</sub> from the atmosphere as it produces       |
| <b>Weather dependent</b>    | An energy resource that is not always available depending on the weather                 |

| Tier 2 vocabulary        | Definition   |
|--------------------------|--|
| <b>Conduction</b>        | Where heat energy is transferred through the collisions of vibrating particles |
| <b>Thermal Insulator</b> | A material that does not allow heat energy to transfer through easily          |

| Section 2: New Knowledge/Skills   |
|---|
| <p><b>Conduction</b><br/>Heat transferred by vibrating particles transferring the energy from one to another during collisions.</p> <ul style="list-style-type: none"> <li>• <i>Best thermal conductors:</i> metals</li> <li>• <i>Worst thermal conductors (insulators):</i> Vacuum, gasses, objects with pockets of gas like foam</li> </ul> <p><b>Convection</b><br/>Hot fluid, expands, becomes less dense and therefore lighter and rises.<br/>Cold fluids contract, become more dense and sink<br/>This creates a <b>convection current</b></p> <p><b>Radiation (infra-red)</b><br/>Electromagnetic wave like light, emitted from hot objects</p> <ul style="list-style-type: none"> <li>• <i>Best emitters and absorbers of radiation:</i> Matte Black</li> <li>• <i>Worst emitters and absorbers of radiation:</i> Shiny silver/white</li> </ul> <p>Draw and describe how you can keep hot drinks warm in a thermos flask.</p> |

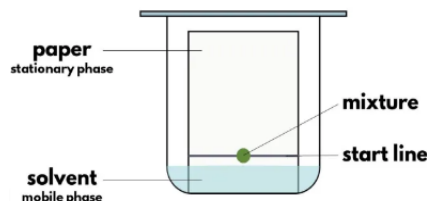
| Section 3: Energy Resources      |   |  |   |  |  |
|----------------------------------|---|--|---|--|--|
| Energy Resources                 |   |  |   |  |  |
| Energy Resource                  | Description   | Advantages   | Disadvantages   |  |  |
| Nuclear                          | Using the energy from nuclear reactions to heat water                   | Efficient, not weather dependent, no pollution         | Will eventually run out, danger from nuclear waste                  |  |  |
| Biofuels                         | Burning plant and animal waste to create heat same as fossil fuels      | Carbon neutral, not weather dependent, easy to switch  | Needs lots of land for crops  |  |  |
| Hydroelectric                    | Using gravitational energy of water held behind a dam to turn turbine   | Not weather dependent, no fuel cost, no pollution      | Floods a huge area, expensive to build                              |  |  |
| Wind                             | Using wind turbines to turn a generator                                 | No pollution, no fuel cost                             | Weather dependent, expensive to install                             |  |  |
| Solar (photovoltaic cells)       | Using the suns energy to convert straight into electricity              | No pollution, no fuel cost, can be installed on rooves | Weather dependent, expensive to install                             |  |  |
| Fossil Fuels (Coal, Oil and Gas) | Remains of dead plants and animals, burned to get steam to turn turbine | Efficient, not weather dependent, no new builds        | Will run out, produces CO <sub>2</sub> which adds to global warming |  |  |

Over the last few decades, we have introduced more and more renewable resources, our use of coal and oil has reduced, but our use of natural gas has increased.

| Section 1: Key Vocabulary  |   |
|----------------------------|---|
| Tier 3 vocabulary          | Definition  |
| <b>Chromatography</b>      | 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. |
| <b>Chromatogram</b>        | The piece of paper showing the results of carrying out chromatography on substances.  |
| <b>Stationary phase</b>    | The surface through which the solvent and dissolved substances move in chromatography.  |
| <b>Mobile phase</b>        | In paper chromatography, the solvent that moves along the paper carrying the dissolved samples with it.   |
| <b>R<sub>f</sub> value</b> | 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.                        |
| <b>Potable water</b>       | Drinking water  |
| <b>Chlorination</b>        | The process of adding chlorine to a substance, often to water.  |
| <b>Sedimentation</b>       | The process in which rock grains and insoluble substances sink to the bottom of a liquid.   |
| <b>Distillation</b>        | The process of separating a liquid from a mixture by evaporating the liquid and then condensing it.   |
| <b>Distillate</b>          | Something formed by distillation  |
| <b>Condenser</b>           | Apparatus for condensing vapour   |
| <b>Filtrate</b>            | Liquid that has passed through a filter   |
| <b>Crystallisation</b>     | Separating the solute from a solution by evaporating the solvent  |

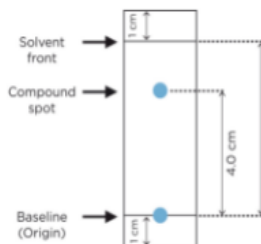
### Section 2: New Knowledge/Skills

Creating a chromatogram and calculate R<sub>f</sub> values



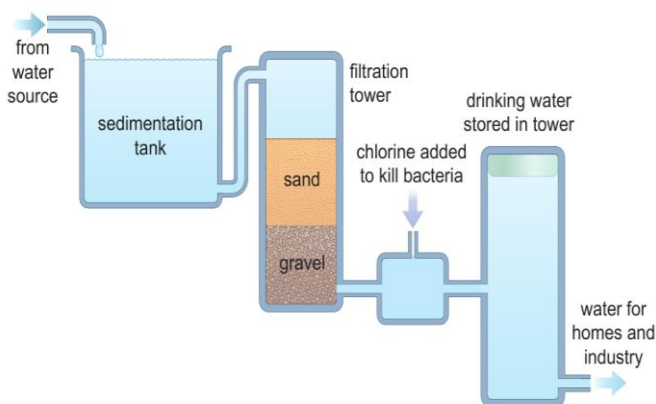
R<sub>f</sub> values can be used to identify unknown chemicals. The R<sub>f</sub> value is always the same for a particular substance.

The R<sub>f</sub> value = distance moved by spot / distance moved by solvent



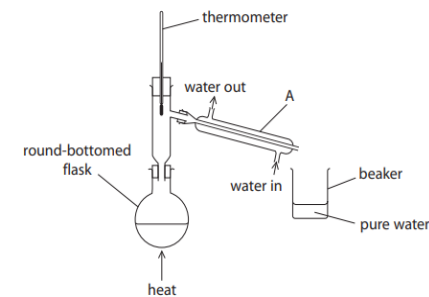
In the above example R<sub>f</sub> value =  $4.0 / 5.5 = 0.73$

Making potable water



### Section 3: Other subject specific things

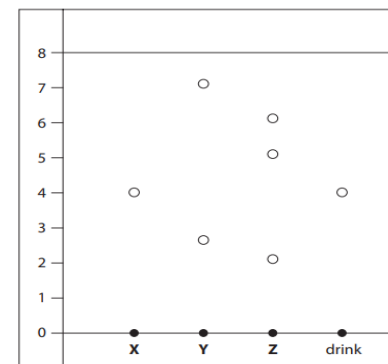
Apparatus for distillation



Apparatus for crystallisation



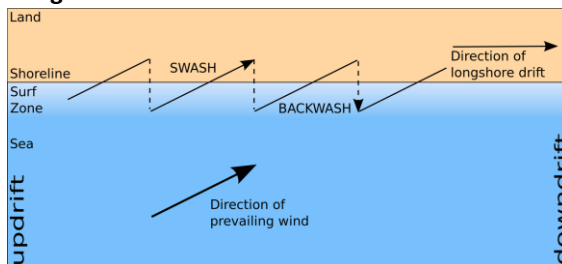
Chromatogram homework task:



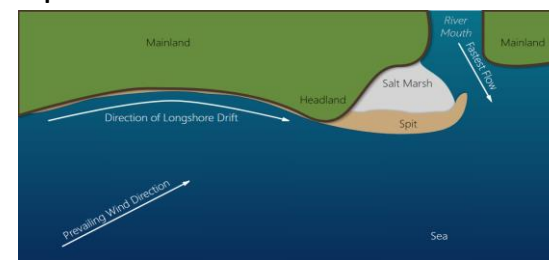
| Tier 3 vocabulary        | Definition   |
|--------------------------|--|
| <b>Erosion</b>           | Rock breaking into smaller pieces.   |
| <b>Hydraulic action</b>  | Erosion where the force of water against the cliff traps air in cracks in the rock. The rock expands under pressure and over time the rock breaks apart. |
| <b>Abrasion</b>          | Erosion where sediment eg. rocks in the sea hits against the cliffs and break rocks. It acts like sandpaper.   |
| <b>Attrition</b>         | Erosion where sediment in the sea hits other sediment, breaking into smaller pieces. Continued attrition = smaller, smoother pebbles and sand particles. |
| <b>Solution</b>          | Erosion where chalk and limestone are dissolved into the sea.  |
| <b>Wave-cut platform</b> | Narrow flat area of hard rock often found at the base of a sea cliff.  |
| <b>Headland</b>          | A cliff of hard rock eg. granite, limestone or chalk, that sticks into the sea and erodes slowly.  |
| <b>Bay</b>               | The land curves inwards because it is made from soft rock eg clay, and has eroded more quickly.  |
| <b>Sediment</b>          | Eroded and deposited material from a variety of sources including cliff erosion and rivers. This may be rocks or sand.                                   |
| <b>Longshore drift</b>   | How sediment is moved along the beach by the sea. The prevailing (main) wind direction pushes it in a particular direction.                              |
| <b>Beach</b>             | A shore between the high and low water marks, made of deposited sediment.  |
| <b>Spit</b>              | A landform created by sediment that has been transported by longshore drift and deposited in the sea. It is a narrow beach.                              |
| <b>Hard engineering</b>  | Coastal management using structures eg. walls.   |
| <b>Soft engineering</b>  | Coastal management that is more natural eg. beach nourishment.   |
| Tier 2 vocabulary        | Definition   |
| <b>Sustainability</b>    | Meeting the needs of the present without compromising the ability of future generations to meet their own needs  |
| <b>Social</b>            | About people and their community eg. health and education.   |
| <b>Economic</b>          | About money eg. jobs and house prices.   |
| <b>Environmental</b>     | About our surroundings eg. animals and plants.   |

## Section 2: New Knowledge

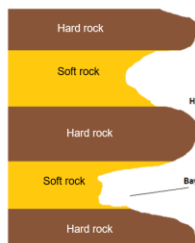
### Longshore drift



### Depositional features



### Headlands and Bays

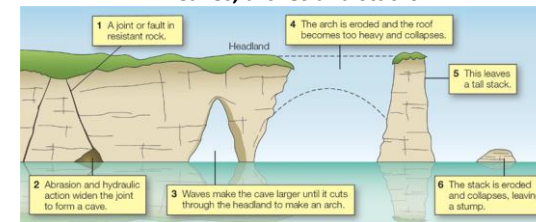


A headland is a cliff that sticks out into the sea.  
A bay is an indentation in the coastline between headlands.

- 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.

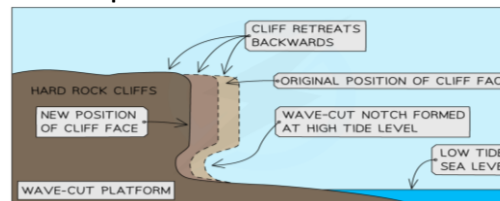
### Erosional features

#### 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.



## 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.

**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: Unit Summary

## 1. What was it like to be British during the First World War?

The First World War was fought between 1914 and 1918. Despite this War impacting so many people, no two experience was the same. We will look at different groups of people and their experiences. The unit looks at White British soldiers, Black British soldiers, soldiers from the British Empire and women. By looking at different groups of people, we will be able to compare similarities and differences in peoples experiences of the First World War.



**Task 1** (poster to the left):

1. How did this poster persuade men to fight in World War 1?

**Task 2** (below):

2. What is King George V saying about the British Empire?

3. What does Weltkrieg mean?

4. What is a 'theatre of war'?

## WELTKRIEG – A WORLD AT WAR

Almost **8,586,000** men were raised to serve in the British Forces.

**20%** were raised from British Colonies in Africa, the Indian subcontinent and the Caribbean.

I desire to express to my people of the overseas dominions with what appreciation and pride I have received the messages from their respective Governments during the last few days. These spontaneous assurances of their fullest support recall to me the generous, self-sacrificing help given by them in the past to the mother country. I shall be strengthened... by the confident belief that in this time of trial my Empire will stand united, calm and resolute, trusting in God.

**Proclamation of King George V**, Daily Mirror (4 August 1914)

**Theatres of War** spread across Europe, Africa and Middle East.

Germany first named the conflict a **world war** (weltkrieg).

Second order concept = Similarity and Difference.



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

| Section 2: Key Questions   |
|--|
| <p><b>Facts, beliefs and opinions</b></p> <p>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.</p>   |
| <p><b>The Kalam Argument</b></p> <p>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.</p> |
| <p><b>Buddhist views on God</b></p> <p>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.</p>  |
| <p><b>Buddhist views on Suffering</b></p> <p>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.</p>  |

| Section 3: Assessment Essay Question:   |
|---|
| <p><b>Assessment Essay Question:</b></p> <h2>Do we need to prove God's existence?</h2> <p>In answering the question - you should consider:</p> <ul style="list-style-type: none"> <li>What's the difference between facts, beliefs and opinions?</li> <li>Why do Muslims believe in God? Do they believe God can be proven to exist?</li> <li>Why did the Buddha think belief in God was unimportant?</li> <li>In Buddhist thinking, what can save us from pain and suffering?</li> </ul> <p><b>Skills checklist –</b><br/>As you write your essay check that you have included...</p> <p><b>Knowledge –</b> facts and religious or non-religious beliefs,</p> <p><b>Impact of belief –</b> how it affects what people think and do,</p> <p><b>Specialist terms,</b></p> <p><b>Sources of authority –</b> where people get their ideas/beliefs from – quotations,</p> <p><b>Judgement –</b> how strong, valid or sound the argument is,</p> <p><b>Opinion –</b> at least 2 different points of view</p> |

| Section 1: Key Vocabulary |  |
|---------------------------|--|
| Tier 3 vocabulary         | Definition   |
| <b>Life</b>               | The existence of an individual human being or animal.  |
| <b>Purpose</b>            | A person's sense of resolve or determination.<br>Or:<br>The reason for which something is done or created or for which something exists. |
| <b>Death</b>              | The action or fact of dying or being killed; the end of the life of a person or organism.  |
| <b>Hedonist</b>           | A person who believes that the pursuit of pleasure is the most important thing in life; a pleasure-seeker.                               |
| <b>Euthanasia</b>         | The painless killing of a patient suffering from an incurable and painful disease or in an irreversible coma.                            |
| <b>Abortion</b>           | The deliberate termination of a human pregnancy  |
| <b>Sanctity of Life</b>   | 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 15:51-57            |
| Revelations 21:1-4              |

| Section 2: New Knowledge/Skills   |
|---|
| <b>Key Questions:</b><br>What do people believe about life?<br><br>What do people believe about the afterlife?<br><br>What is the sanctity of life?<br><br>What is abortion?<br><br>What is euthanasia?<br><br>Has medicine gone too far?<br><br>Why do we have funerals?<br><br>What do Buddhists believe about life and death?<br><br>Does death matter to Humanists?<br><br>Is this life hell? |
| <b>Abortion:</b><br><b>UK Law</b><br>Legal up to 24 weeks (in some circumstances) with the agreement of two doctors.<br><br><b>Christianity</b><br>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.   |
| <b>Euthanasia:</b><br><br><b>UK Law</b><br>Illegal and considered either murder or manslaughter and carries a life in prison penalty.<br>Hospices and palliative care offer pain relief and comfort as end of life care.<br><br><b>Christianity</b><br>Christians are generally against Euthanasia - "Do not commit murder" but some argue "the most loving action"                               |

| Section 3: Assessment Essay Question:  |
|--|
| <b>Assessment Essay Question:</b><br><br><h2>Is Death the End?</h2><br><br>In answering the question - you should consider: <ul style="list-style-type: none"> <li>A range of beliefs regarding the possibility of life after death.</li> <li>Consider where these beliefs come from?</li> <li>the importance of this life compared to the hope of an afterlife. (Remembering to consider different views).</li> <li>The impact of differing views of life after death on how individuals view earthly life.</li> <li>Similarities and differences between Humanists and Christian funeral services.</li> <li>Similarities and differences between Buddhist, Christian and Humanists on the purposes of life.</li> </ul> <b>Skills checklist –</b><br>As you write your essay check that you have included...<br><b>Knowledge –</b> facts and religious or non-religious beliefs,<br><br><b>Impact of belief –</b> how it affects what people think and do,<br><br><b>Specialist terms,</b><br><br><b>Sources of authority –</b> where people get their ideas/beliefs from – quotations,<br><b>Judgement –</b> how strong, valid or sound the argument is,<br><br><b>Opinion –</b> at least 2 different points of view |

## Section 1: Key Vocabulary/Questions

| Tier 2 vocabulary        | Definition  |
|--------------------------|---|
| <b>Present tense</b>     | Used to talk about what is happening now.             |
| <b>Near future tense</b> | Used to talk about 'is going' to happen.              |
| <b>Perfect tense</b>     | Used to talk about what has happened in the past.     |
| <b>Regular verbs</b>     | Follow a pattern (-er, -ir, -re)                      |
| <b>Irregular verbs</b>   | Follow their own pattern (eg avoir/être/ aller/faire) |

|                        |   |
|------------------------|---|
| <b>Reflexive verbs</b> | 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 are you going to go next weekend?  |
| 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)<br>to argue (with) | s'entendre (avec)<br>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 année, 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 30<sup>th</sup> 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/<br>participating in  |
|                                | je participe au club (de danse) | I participate in the (dance)<br>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<br>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)                |
|                                | finaleme    | finally                      |
|                                | apporter    | to bring/bringing            |
|                                | ouvrir      | to open/opening              |
|                                | ouvert      | open/ed                      |
|                                | fêter       | to celebrate/<br>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/aïlle |         |
|--------------------|---------|
| 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     |

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 **aufgestanden**.  
Ich **bin** zu früh **aufgewacht**.

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?

**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                           | when, if, whenever            |
|  | 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.**



# German Year 9 Autumn 1

**Phonics: z**

|           |              |
|-----------|--------------|
| ziehe     | Marzipan     |
| Angezogen | zauberhaft   |
| Kerze     | März         |
| Umzug     | faszinierend |

**Phonics: o vs ö**

|           |            |
|-----------|------------|
| Osterhase | schön      |
| Obst      | Löwe       |
| kochen    | Öl         |
| Prost     | Österreich |



| Section 1: Key Vocabulary    |  |
|------------------------------|--|
| Tier 3 vocabulary            | Definition   |
| <b>Algorithm</b>             | A series of simple, logical, step-by-step instructions that must be followed in a strict sequence.   |
| <b>Sequencing</b>            | When a set of instructions is carried out in order.  |
| <b>Variable</b>              | A storage location in a computer.  |
| <b>Data type</b>             | Different types of data are stored in variables: strings, integers, float, Boolean.  |
| <b>String</b>                | A data type consisting of alphanumeric characters; e.g. "Hello", "%\$&*" and "12345".  |
| <b>Integer</b>               | A data type consisting of whole numbers; e.g. 1, 10 and -100.  |
| <b>Floating point number</b> | Also known as a real number. A data type consisting of numbers with decimal point; e.g. 2.3, 5.44 and 10.9.  |
| <b>Selection</b>             | 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. |
| <b>Iteration / loop</b>      | When a set of instructions is repeated, also referred to as a loop.  |
| <b>Concatenation</b>         | Lets you combine two or more strings or inputs in an output.   |
| <b>if statement</b>          | Allows selection in a computer program. Used to decide what to do next if a condition is True.   |
| <b>else statement</b>        | Used with if statements to check several conditions in a row.  |
| <b>elif statement</b>        | Short for 'else if' and used with if statements and else statements to check several different conditions in a row.  |
| <b>for loop</b>              | A type of loop used when we know how many times we want to do something.   |
| <b>while loop</b>            | used when we are unsure how many times we wish to carry out a repeated task.   |

| Tier 2 vocabulary | Definition   |
|-------------------|--|
| <b>Execute</b>    | To run a program. Select Run then Run Module OR press the F5 button.   |
| <b>Condition</b>  | Used to make decisions in a program.                                   |
| <b>Process</b>    | All modern computers function of the idea of input - process - output. |
| <b>Syntax</b>     | 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   |
| <b>Holding Space</b>         | Using your body to protect a space you want to move into.  |
| <b>Interception</b>          | Deflecting or catching the ball whilst it is on route to another player.   |
| <b>Repossession</b>          | Catching, dropping and then re-catching the ball.  |
| <b>Rebounding</b>            | Trying to reclaim the ball after an attempted shot at goal.  |
| <b>Driving onto the ball</b> | Sprinting towards the ball when receiving a pass.  |
| <b>Throw-up</b>              | Method used to restart the game after two players simultaneously commit a foul.  |
| <b>Double Lead</b>           | 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  |
| <b>Penalty corner</b>     | An attacking set piece with the attackers lined up outside the circle and the defenders on the goal line. |
| <b>Injection</b>          | Passing the ball into play from the penalty corner.   |
| <b>25m hit</b>            | Hockey's version of football's corner when a defender hits the ball behind their own goal line.           |
| <b>Jab tackle</b>         | 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  |
| <b>Set</b>                | Passing the ball from in front of the forehead using the fingers and thumbs of both hands.  |
| <b>Dig</b>                | Passing the ball with the forearms - between the wrists and the elbows.   |
| <b>Spike</b>              | Volleyball's version of the smash - hitting the ball firmly over the net making it difficult for the opponents to return.         |
| <b>Block</b>              | 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.     |
| <b>Serve/service</b>      | The start of the rally can be done underarm or overarm. It must be taken by the player at the back right side corner.             |
| <b>Sideout</b>            | 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  |
| <b>Touch judge</b>        | An important officiating role which you may need to take on in lessons.                           |
| <b>Gain line</b>          | An imaginary line across the pitch where the breakdown occurs.                                    |
| <b>Conversion</b>         | Kicking over the bar for after a try is scored.   |
| <b>Drop kick</b>          | A half-volley kick to start the game.   |
| <b>Drop goal</b>          | A drop kick over the posts.   |
| <b>Kick for touch</b>     | Kicking the ball off the side of the pitch when your team is under pressure.                      |
| <b>Props</b>              | Two forwards that support the hooker in a scrum.  |
| <b>Hooker</b>             | The forward who goes in the front middle of the scrum and tries to hook the ball with their feet. |
| <b>Fly-half</b>           | 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   |
| <b>Back spin</b>          | Hitting down the back of the ball to make it travel more slowly over the net - a defensive tactic.                                     |
| <b>Top spin</b>           | 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.                |
| <b>Variation</b>          | Doing different things to keep your opponent guessing - playing different shots to different parts of the table for example.           |
| <b>Attack</b>             | One playing is usually on the offensive, trying to hit the winning point.  |
| <b>Defence</b>            | If your opponent is on the offensive, you made need to adjust your position and your shot selection to effectively defend their shots. |
| <b>Shot selection</b>     | The skill of knowing what shot to use at any point in the game.  |
| <b>Block</b>              | A defensive tactic of just putting your bat out to bounce the ball back over the net.  |
| <b>Loop</b>               | Playing the ball back high over the net when defending to give yourself time to get ready to defend the next shot.                     |
| <b>Backhand flick</b>     | 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  |
| <b>Partners/Pairs</b>         | Performing with 1 other student.  |
| <b>Trios/Groups</b>           | Performing in a group of 3 or more.   |
| <b>Cannon/ Mirror/ Unison</b> | Performing 1 after the other/performing in time in opposition/performing in time. |
| <b>Counter balance</b>        | Leaning inward or towards a partner or group to support or maintain a balance.    |
| <b>Counter tension</b>        | Leaning outward or away from a partner or group to support or maintain a balance. |
| <b>Weight bearing</b>         | 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   |
| <b>Rebound</b>            | Catching the ball after a missed shot.   |
| <b>Offensive rebound</b>  | Taking a rebound when your team is in attack giving your team another chance to score.                           |
| <b>Defensive rebound</b>  | Taking a rebound when you are in defence, preventing the other team from having another shot.                    |
| <b>Assist</b>             | Setting a teammate up to score a basket.   |
| <b>Outlet pass</b>        | Making a quick pass out from under your own basket to set up an attack after you have taken a rebound.           |
| <b>Breakout dribble</b>   | Making a quick dribble out from under your basket (2 or 3 bounces) to set up an attack for your team.            |
| <b>Officiating crew</b>   | The team of officials needed to run a basketball game including a referee, an umpire, a scorer and a timekeeper. |
| <b>Half court defence</b> | 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  |
| <b>Components of fitness</b> | Our fitness can be broken down into 11 components of fitness which we all possess. Examples include speed, strength, agility.                                       |
| <b>Effects of exercise</b>   | 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.                             |
| <b>Fitness testing</b>       | 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. |
| <b>Circuit training</b>      | A method of training which involves exercising at a station then having a rest before moving to the next station.   |
| <b>Weight training</b>       | Using a resistance such as a dumbbell to exercise a specific muscle.  |
| <b>Heart rate</b>            | 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.

## Section 1: Key Vocabulary

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

## Tier 2 vocabulary

| Tier 2 vocabulary | Definition  |
|-------------------|---|
| <b>Texture</b>    | The feel, appearance or consistency of a surface.                               |
| <b>Highlight</b>  | The very lightest parts of an image.  |
| <b>Layers</b>     | A gradual build up of applications to achieve the desired effect.               |
| <b>Crop</b>       | A selected section of an original image.  |
| <b>Stroke</b>     | A single movement of a brush or other tool that makes a single mark.            |
| <b>Detail</b>     | An individual or small part of an item.   |
| <b>Blend</b>      | 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](http://bit.ly/bsadlastselfie)



## WWF

The World Wide Fund for Nature is an international governmental organisation founded in 1961 that works in the field of 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 for 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 than 6 languages #LastSelfie raised global awareness and in just three days WWF reached their donation target for the entire month.

## Section 1: Key VocabularyS

| Tier 3 vocabulary         | Definition  |
|---------------------------|---|
| <b>Leitmotif</b>          | A frequently recurring short melodic or harmonic idea which is associated with a character, event, concept, idea, object or situation.  |
| <b>Diagetic Music</b>     | 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.  |
| <b>Non-diagetic Music</b> | 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 <b>UNDERScore</b> or <b>INCIDENTAL MUSIC</b> . |
| <b>Mickey Mousing</b>     | When the music fits precisely with a specific part of the action in a film e.g. cartoons.   |
| <b>Ostinato</b>           | A repeated music pattern.   |
| <b>Drone</b>              | A long held note.   |

## Tier 2 vocabulary Definition

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

## Section 2: New Knowledge/Skills

**The purpose of music in films**

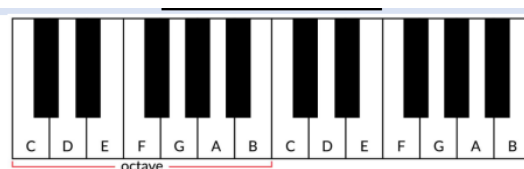
Film Music is a type of **DESCRIPTIVE MUSIC** that represents a **MOOD, STORY, SCENE** or **CHARACTER** through music, it is designed to **SUPPORT THE ACTION AND EMOTIONS OF THE FILM ON SCREEN**.

Film Music can be used to:

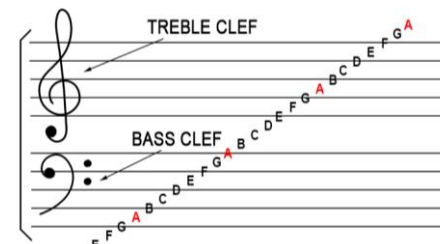
- Create or enhance a mood (though the **ELEMENTS OF MUSIC**)
- Function as a **LEITMOTIF**
- To emphasise a gesture.
- Provide unexpected juxtaposition/irony (using music the listener wouldn’t expect to hear giving a sense of uneasiness or humour!)
- Link one scene to another providing continuity
- 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’).

**Leitmotif**

Leitmotifs a short, recurring melodic or harmonic ideas that are associated with a character, event, concert, idea, object or situation.

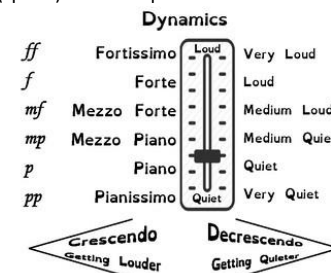
**What is a leitmotif – 4 ways to tell a story with music**

## Section 3: Other/Previous Knowledge/Skills

**Expression**

To play with expression means to perform more than just the notes on the stave. It refers to the art of varying the dynamics or speed of the music to give a personal response to the music. By adding expression to music we are effectively adding ‘meaning’ to what we play.

We can consider musical elements such as **dynamics** (volume) or **tempo** (speed) when we perform.

**Common Tempo Markings**

|        | Tempo Text       | Meaning                      | bpm       |
|--------|------------------|------------------------------|-----------|
| Slow   | Grave            | very slow                    | 25 – 45   |
|        | Largo            | slow and broad               | 40 – 60   |
|        | Lento            | slow                         | 45 – 60   |
|        | Adagio           | slow (with expression)       | 66 – 76   |
| Medium | Andante          | “walking” speed              | 76 – 108  |
|        | Moderato         | moderately                   | 108 – 120 |
|        | Allegretto       | moderately fast              | 112 – 120 |
|        | Allegro Moderato | slightly slower than allegro | 116 – 120 |
| Fast   | Allegro          | fast, quickly, brightly      | 120 – 156 |
|        | Vivace           | fast and lightly             | 156 – 176 |
|        | Allegro Vivace   | very fast                    | 172 – 176 |
|        | Presto           | exceptionally fast           | 168 – 200 |



### 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.

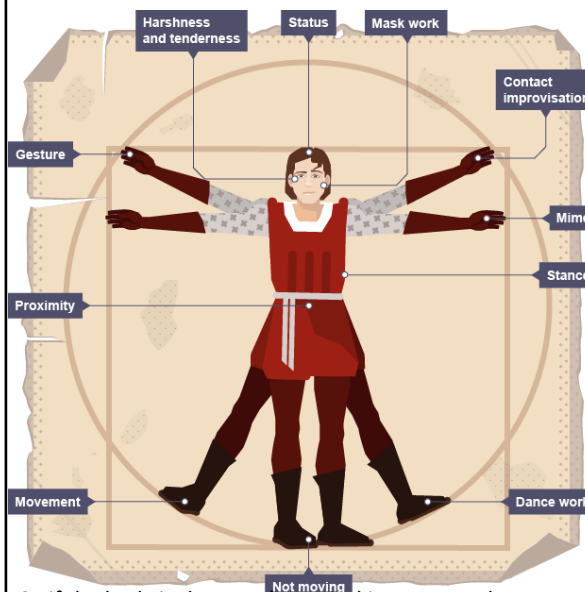
**Improvisation** Improvising is inventing and creating content, sometimes spontaneously. It's a great way to generate new ideas and for creating and developing characters, using a variety of useful techniques.

#### 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.*

| Tier 3 vocabulary            | Definition   |
|------------------------------|--|
| <b>Macronutrients</b>        | The nutrients needed in larger quantities within the diet. Carbohydrates, proteins and fats.   |
| <b>Micronutrients</b>        | The nutrients needed in smaller quantities within the diet. Vitamins and minerals.   |
| <b>Deficiency disease</b>    | A health issue related to a lack of one or more nutrients in the diet. E.g. Kwashiorkor, Rickets and Anaemia.  |
| <b>Dietician</b>             | An individual who promotes good dietary health and treats nutritional problems by providing practical advice about food choices, based on scientific research.                                 |
| <b>Complex Carbohydrates</b> | Also known as starchy carbohydrates. These should make up the majority of a person's carbohydrate intake. Providing slow-release energy.   |
| <b>Simple Carbohydrates</b>  | Also known as sugary carbohydrates. These should be consumed as a smaller proportion of the carbohydrate intake. Providing fast-release energy.  |
| <b>Proteins</b>              | A nutrient provided by meat, fish, dairy, nuts. Peas, beans and lentils. Protein is required for growth and repair.  |
| <b>Saturated Fat</b>         | A healthier 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.                           |
| <b>Unsaturated Fat</b>       | 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. |
| <b>Marinade</b>              | A mixture of oils and spices / herbs in which meat, fish or other ingredients are soaked to absorb flavours and soften proteins before cooking.  |
| <b>En papillote</b>          | A cooking method where ingredients are cooked and served in a paper or foil wrap.  |

| Tier 2 vocabulary              | Definition  |
|--------------------------------|---|
| <b>Obesity</b>                 | The state of being grossly overweight.  |
| <b>Diabetes</b>                | 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.  |
| <b>Ethical Awareness</b>       | The ability to recognise moral and ethical issues. (In food these are related to the production, preparation and consumption of food products)  |
| <b>Dietary recommendations</b> | The daily nutritional requirements of individuals that vary depending on a number of factors including age, physical activity level, sex & body size.   |
| <b>Recipe Modification</b>     | Changing a recipe to suit different dietary needs or preferences.   |
| <b>Nutrients</b>               | a substance that provides nourishment essential for the maintenance of life and for growth.   |
| <b>Creaming method</b>         | Combining a fat and sugar as the first stage of a recipe to aerate the mixture.   |
| <b>Melting Method</b>          | A cake making method where one or more ingredients are melted prior to the addition of dry ingredients.   |
| <b>Dietary Fibre</b>           | 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 |

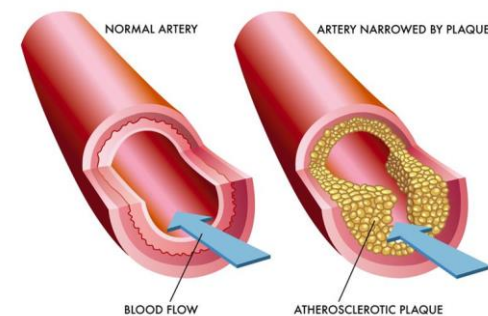
### Section 2: New Knowledge/Skills

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.

### Section 2: New Knowledge/Skills



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

### Section 3



**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 ONE of the ethical issues discussed in class.

## Section 1: Key Vocabulary

| Tier 3 vocabulary    | Definition  |
|----------------------|---|
| <b>Aesthetics</b>    | What a product looks like, Colour, shape, style etc   |
| <b>Components</b>    | Anything in the textile product that is not made of fabric. Eg. Zip, button, press stud                     |
| <b>Embellishment</b> | The application of stitching, trimmings, threads, braid, ribbons and beads to decorate a fabric or textile. |
| <b>Pattern</b>       | Paper templates that show the shape of the fabric pieces that must be cut out to make a product             |
| <b>Context</b>       | The setting for an event, statement, or idea.   |
| <b>Couching</b>      | The process used to secure threads, fibres or yarns to a surface using hand stitching or embroidery.        |

## Tier 2 vocabulary

| Tier 2 vocabulary | Definition   |
|-------------------|--|
| <b>Form</b>       | The shape, aesthetics. What something looks like.                |
| <b>Function</b>   | How well does the product perform the job it was designed to do? |
| <b>Customer</b>   | Who will use your product? What Are their needs, interests etc   |
| <b>Evaluation</b> | Making a judgment about a product or design                      |

## Section 2: Skills

## Surface Decoration

You have worked with many different types of surface decoration in your previous textile projects. In this project you will need to pick the most relevant ones to your design:

- Stencil
- Applique
- Block printing
- Embroidery
- Cross stitch
- Buttons/beads/sequins
- Fabric crayons
- Digital Fabric design and printing

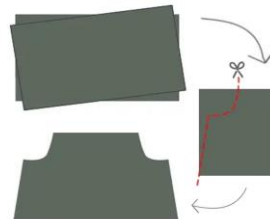


You have also learned how to create patterns/templates and sew a zip in amongst other things! Can you explain how each of these processes work? Can you decide which are the most appropriate to use in your design?

## Upcycling

Upcycling is taking an old garment and making it into something new. Often this is a garment that might be destined for landfill.

You can add decorations to hide holes or stains. Combine garments, take the sleeves from one top and sew them onto another. Or completely remake some thing ie. take an old pillowcase and make it into a top.



## 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 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








| Section 1: - Key Vocabulary     |  |
|---------------------------------|--|
| Tier 3 Vocabulary               |  |
| <b>Biscuit Joint</b>            | Small oval shaped piece of wood used to join two sections of larger wood together                                      |
| <b>Light Dependant Resistor</b> | LDR – A resistor which changes it's ability to resist the flow of electricity based on the light level                 |
| <b>Pillar Drill</b>             | A machine drill used to accurately drill holes in wood, metal and plastic  |
| <b>Printed Circuit Board</b>    | PCB – Plastic board which is printed with copper track and soldering pads, used to link electronic components together |
| Tier 2 Vocabulary               |  |
| <b>Cost</b>                     | Details about the cost of materials, manufacture, and retail price of a product  |
| <b>Aesthetic</b>                | What the theme, colour scheme and look of a product  |
| <b>Function</b>                 | What a product is intended to do and how   |
| <b>Ergonomic</b>                | Detailed about how easy it is to interact with a product, including how it feels                                       |
| <b>Quality</b>                  | How well a product is made, and how it effects the durability and material choice                                      |
| <b>User</b>                     | How is the intended target market of the product.  |
| <b>Environment</b>              | How does your product effect the environment, from raw materials to end of life  |

| Section 2: Skills                   |   |
|-------------------------------------|---|
| <b>Soldering</b>                    | Being able to solder 'on and off board' components based on a schematic diagram independently<br><br>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. |
| <b>Biscuit Joint</b>                | Mark out joints, then uses a biscuit jointer under close supervision to joint join 2 panels of wood   |
| <b>Pillar Drill</b>                 | Set up, including the changing the drill bit, to cut small and large diameter holes in wood to a fixed depth and through cut  |
| <b>2D design software</b>           | Use CAD software create a themed design, considering suitable and secure location of the PCB, power, and the inputs & outputs   |
| <b>Application of laser cutting</b> | 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   |
| <b>Product Assembly</b>             | Create a high quality, fully functioning, electronic product from a collection of parts. Including the use of glues and fixing techniques   |
| <b>Health and Safety</b>            | Consistently use a wide range of tools and equipment safety, always using the correct PPE   |

#### Section 4:- WAGOLL



| Section 3:- New Knowledge   |  |
|---|--|
| <b>Product Analysis and Evaluation</b> <ul style="list-style-type: none"> <li>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</li> </ul>   |  |
| <b>Design Theme Research</b> <ul style="list-style-type: none"> <li>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</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>PlaySam</p> </div> <div style="text-align: center;">  <p>Alessi</p> </div> <div style="text-align: center;">  <p>Memphis</p> </div> <div style="text-align: center;">  <p>De Stijl</p> </div> </div> |  |
| <b>Life Cycle Assessment</b> <p>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.</p>   |  |
| <b>Risk Assessment</b> <ul style="list-style-type: none"> <li>Understand the meaning off, and difference between a hazard and a risk.</li> <li>Identify people at risk and control measures which can be put into place to make an activity safer</li> <li>Complete a formal risk assessment for skills/tools/machines which are used to make the clock project</li> </ul>  |  |
| <b>Processes</b> <p>Be able to explain the competent safe use of the following machines using annotation and sketches.</p> <ul style="list-style-type: none"> <li>Pillar Drill</li> <li>Biscuit Jointer</li> <li>Strip Heater/Line Bender</li> </ul>  |  |



## Section 1: Key Vocabulary

| Vocabulary        | Definition   |
|-------------------|--|
| <b>Curious</b>    | Interested in learning about people or things around you   |
| <b>Involved</b>   | To take part in or become involved in an activity  |
| <b>Respectful</b> | Politeness, honour, and care shown towards someone or something that is considered important               |
| <b>Kind</b>       | Generous, helpful, and thinking about other people's feelings  |
| <b>Resilient</b>  | An ability to recover from or adjust easily to change  |
| <b>Brave</b>      | Having or showing mental or moral strength to face danger, fear, or difficulty : having or showing courage |
| <b>Confident</b>  | Being certain of your abilities  |
| <b>Proud</b>      | Feeling pleasure and satisfaction because you or people connected with you have done or got something good |

## BE THE BEST VERSION OF YOURSELF

Being the best version of yourself in Belper school means showing respect to teachers, students, and school rules. It also involves being kind, curious and resilient. Remember, everyone has strengths and areas they can improve on. By working hard and staying positive, you can strive to be the best version of yourself every day!

## What are our Be Belper values and expectations within our school and wider community?

### BE CURIOUS

Curiosity is when you have a strong desire to know or learn something. In Belper school, being curious means asking questions, exploring new ideas, and seeking answers. It helps you understand the world around you and makes learning more exciting and engaging.

### BE RESPECTFUL

Respect is essential in Belper school as it creates a positive learning environment. It shows consideration for others' feelings and opinions, fostering a sense of community and cooperation. Respect helps to promote an atmosphere where everyone feels valued and safe. By respecting teachers, students, and school property, students contribute to a respectful school culture that enhances their overall development and well-being.

### BE RESILIENT

Resilience is the ability to bounce back from challenges and setbacks. In Belper school, being resilient means staying positive, persevering through difficulties, and learning from mistakes. It's important because it helps us cope with stress, improve our problem-solving skills, and achieve our goals.

### BE CONFIDENT

Confidence in Belper school means believing in your abilities and being comfortable in your own skin. You can show confidence by speaking up in class, asking questions, and participating in activities with enthusiasm. Confident students are not afraid to make mistakes and learn from them, they believe in themselves and their potential to succeed in their studies and interactions with others.

## What are our Be Belper values and expectations within our school and wider community?

### BE INVOLVED

Getting involved in Belper school means actively participating in school activities such as clubs, sports teams, and student councils. It also involves helping out in the school community, attending events, and supporting fellow students.

### BE KIND

Being kind in Belper school is crucial for creating a positive and supportive environment where everyone feels valued and respected. Kindness helps to build strong relationships, improve teamwork, and enhance overall well-being. In Belper school, kindness promotes inclusivity, reduces bullying, and fosters a culture of empathy and compassion amongst students and staff members.

### BE BRAVE

Being brave in Belper school means facing challenges, standing up for yourself and others, and trying new things. It can be speaking out in class, standing up to bullies, or taking on difficult tasks with confidence. Showing bravery can help you grow as a person and earn respect from others. In school, being brave is about being courageous in different situations.

### BE PROUD

Showing pride in Belper school means being a positive representative of the school community. This includes following school rules, participating in activities, supporting classmates, and taking care of the school environment, one way of doing this is by picking up any litter if you see any.

# Autumn 1: Extra – Curricular Timetable

| Monday  | Tuesday   | Wednesday  | Thursday   | Friday  |
|---|---|--|--|---|
| <b>Lunchtime Clubs: 12.20 – 1.00</b>  |   |  |  |   |
| <b>Exam PE Sports Club</b><br><b>Years 10, 11</b><br>With Steve and Tom<br>Sports Hall<br><br><b>Book Group</b><br><b>Year 9</b><br>With Sarah Phillips<br>Library<br><br><b>Art Club</b><br><b>All Years</b><br>With Lucy<br>A4  | <b>Duolingo Club</b><br><b>Years 7, 8</b><br>With Sarah Knappett<br>Languages Block<br><br><b>Basketball</b><br><b>Year 9</b><br>With Steve<br>Sports Hall<br><br><b>Inter Tutor Dodgeball</b><br><b>Year 8 Boys and Girls</b><br>With Tom<br>Sports Hall | <b>Technical Theatre Club</b><br><b>All Years (max 10 students)</b><br>With Sarah Holme<br>A7<br><br><b>Duolingo Club</b><br><b>Years 9, 10</b><br>With Sarah Knappett<br>Languages Block<br><br><b>Belper Band</b><br><b>All Years</b><br><b>Woodwind, Brass and Strings</b><br>With Anna<br>MU1  | <b>Digital Skills Drop In</b><br><b>Yr10-13</b><br>With Jody<br>A2<br><br><b>Music Club</b><br><b>All Years</b><br>With Phil<br>MU2<br><br><b>Knitting and Crochet Club</b><br><b>All Years</b><br>With Emma<br>T5<br><br><b>Scalextric Racing/ Model Railways</b><br><b>All Years (Max 15 students)</b><br>With Phill<br>T1 | <b>Chess</b><br><b>All Years</b><br>With Carlos<br>M2<br>12.20 – 1.00<br><br><b>Games Club</b><br><b>Years 7, 8</b><br>With Emma<br>Library<br>12.20 – 1.00<br><br><b>Sports Club</b><br><b>Year 7 Boys and Girls</b><br>With Rebecca and Matt<br>Sports Hall<br>12.20 – 1.00 |
| <b>After School Clubs</b>   |   |  |  |   |
| <b>Gardening</b><br><b>All Years</b><br>With Marc and Tony<br>Rosie’s Garden<br>3.05 – 4.00<br><br><b>More Than Robots</b><br><b>Years 8, 9, 10, 11</b><br>With Sarah Speight<br>T1<br>3.05 – 4.00<br><br><b>Music Producers Club</b><br><b>Years 9, 10, 11</b><br>With Phil<br>MU2/Recodring STudio<br>3.05 – 4.00<br><br><b>Football</b><br><b>Years 7, 8, 9 Boys and Girls</b><br>With Leanne, Steve, Matt and Tom | <b>Netball</b><br><b>Years 9, 10, 11 Girls</b><br>With Rebecca<br>Sports Hall<br>3.05 – 4.00<br><br><b>Shrek</b><br><b>All Cast and Crew</b><br>With Sarah and Anna<br>Main Hall<br>3.05 – 5.00   | <b>Litter Picking</b><br><b>All Years</b><br>With Marc<br>P2<br>3.05 – 4.00<br><br><b>Scalextric Racing/ Model Railways</b><br><b>All Years (Max 15 students)</b><br>With Phill<br>T1<br>3.05 – 4.00<br><br><b>Rugby</b><br><b>Years 7, 8, 9, 10, 11 Girls</b><br>With Sarah Harrison<br>Sports Hall<br>3.05 – 4.00<br><br><b>Shrek</b><br><b>All Cast and Crew</b><br>With Sarah and Anna | <b>Foreign Language Spelling/ Translation Bee practice</b><br><b>Years 7, 8, 9</b><br>With Sarah Knappett<br>Languages Block<br><br><b>Dance Club</b><br><b>Year 7, 8, 9, 10 Boys and Girls</b><br>With Leanne<br>Sports Hall<br><br><b>Belper Choir</b><br><b>All Years</b><br>With Anna<br>MU1                             |   |









