

# Knowledge Organiser

## Year 9 Term 2

<b>Name:</b>	<b>Form group:</b>	<b>Masters of Recall Big Quiz:</b>
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### Spellings

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>trope</b>- a commonly recurring literary character, idea, or cliché.</p> <p><b>prolific</b>- present in large numbers or quantities.</p> <p><b>stereotype</b>- a set idea that people have about what someone or something is like.</p> <p><b>contempt</b>- a strong feeling of disliking and having no respect for someone or something.</p> <p><b>archetype</b>- a typical character, an action, or a situation that seems to represent universal patterns of human nature.</p>	<p><b>protagonist</b>- leading character or one of the major characters in a play, film, text, etc.</p> <p><b>domesticity</b>- home or family life.</p> <p><b>redeemable</b>- able to be recovered or saved from faults or bad aspects.</p> <p><b>patriarchy</b>- society in which the oldest male is the leader of the family.</p> <p><b>femme fatale</b>- an attractive and seductive woman, especially one who is likely to cause distress or disaster to a man who becomes involved with her.</p>	<p><b>interiority</b>: when a character has inner depths, with thoughts and feelings as well as actions and speech.</p> <p><b>poignant</b>- causing or having a very sharp feeling of sadness.</p> <p><b>obedience</b>- the fact that people or animals do what they are told to do.</p> <p><b>seclusion</b>- the state of being private and away from other people.</p> <p><b>flaw</b>: a character's notable weakness that a writer can take advantage of to create drama.</p>	<p><b>distinguishes</b>- to mark as separate or different.</p> <p><b>ample</b>- enough or more than enough/ large and accommodating.</p> <p><b>oppression</b>- prolonged cruel or unjust treatment or exercise of authority.</p> <p><b>scrupulously</b>- in a very careful and thorough way.</p> <p><b>compelling</b>- forceful or convincing or demanding attention.</p>	<p><b>recurring</b>- happening many times or happening again.</p> <p><b>astounded</b>- shock or greatly surprise.</p> <p><b>submission</b>- the act of giving something for a decision to be made by others or being humble or obedient.</p> <p><b>deduce</b>- to reach an answer or a decision by thinking carefully about the known facts.</p> <p><b>temperament</b>- the emotional character or state of mind of people or animals.</p>	<p><b>dominance</b>- power and influence over others.</p> <p><b>contrary</b>- the opposite or used to show that you think or feeling/ saying/ showing the opposite of something said.</p> <p><b>detestable</b>- used to refer to people or things that you hate very much.</p> <p><b>triumphs</b>- a great victory or achievement or to be successful.</p> <p><b>antagonist</b>- a person who is opposed to, struggles against, or competes with another.</p>



# Look

Look at the information carefully.

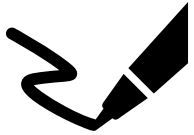
Read it three times.

It may help to **say** it as you read it.



# Cover

Cover it with your hand or a piece of paper.



# Write

Write it out, from memory.



# Check

Check what you have written matches the information exactly. Have you got it correct? If so, tick your work to show it is correct.

If it **doesn't match exactly**, use your **purple pen to correct it**.

**Repeat.**

When you get it 100% correct, move on to the **next** piece of information.



# Correct

English	Character through the ages	Year 9 Term 2
<p><b>Week 1:</b> vocabulary 1</p> <p><b>cliché:</b> an idea that is overused and therefore unoriginal and uninteresting.</p> <p><b>trope:</b> a commonly recurring literary character, idea, or cliché.</p> <p><b>archetype:</b> a typical character, an action, or a situation that seems to represent universal patterns of human nature.</p> <p><b>audience surrogate:</b> a character who is unfamiliar with the world of the story and represents the audience's point of view.</p> <p><b>flaw:</b> a character's notable weakness that a writer can take advantage of to create drama.</p>	<p><b>Week 2:</b> vocabulary 2</p> <p><b>Western canon:</b> the body of literature most highly valued in western society, considered 'classics'.</p> <p><b>Byronic hero:</b> a protagonist that rebels against conventional modes of behaviour, with qualities that are not traditionally heroic.</p> <p><b>noble savage:</b> character who is native to a strange and exotic land, usually presented as 'wild' and are uncorrupted by the wider world.</p> <p><b>wise fool:</b> character who seems to lack common sense but sometimes speaks with great intelligence/ wisdom.</p> <p><b>femme fatale:</b> an attractive and seductive woman, especially one who is likely to cause distress or disaster to a man who becomes involved with her.</p>	<p><b>Week 3:</b> grammar knowledge</p> <p><b>REVISE FROM Y7/8:</b></p> <p><b>clause:</b> a group of words which contains a subject and a verb.</p> <p><b>main clause:</b> a clause which can stand alone as a complete sentence.</p> <p><b>subordinate clause:</b> a clause which cannot stand alone as a complete sentence.</p> <p><b>Pronoun sub-classes</b></p> <p><b>personal pronouns:</b> a pronoun used to substitute for a person's name, e.g. I, you, he, we.</p> <p><b>demonstrative pronouns:</b> used to point to specific people or things, e.g., this, these, that, those.</p> <p><b>indefinite pronouns:</b> used to refer to a person or thing which is not specific, e.g., someone, anybody, everything, everyone.</p>
<p><b>Week 4:</b> characterisation</p> <p><b>universal human experiences:</b> experiences that anyone, anywhere, at any time can relate to.</p> <p><b>STEAL:</b> Five key aspects of characterisation: Speech, Thoughts, Effect on others, Actions, Looks.</p> <p><b>symbolism:</b> using images or objects as symbols to represent powerful ideas or aspects of character.</p> <p><b>interiority:</b> when a character has inner depths, with thoughts and feelings as well as actions and speech.</p> <p><b>motivation:</b> what drives a character; the goal for which they are aiming which informs how they behave.</p>	<p><b>Week 5:</b> crafting sentences</p> <p><b><u>Three adjectives 'of' sentence</u></b> I felt full, full of food, full of bad television, full of incessant chat.</p> <p><b><u>'However,' after the first word sentence</u></b> People, however, were watching gobsmacked.</p> <p><b><u>Verb -ed opening</u></b> Wracked with fear, Tommy crept slowly towards the door. Scared for her life, Anna searched frantically for the key.</p> <p><b><u>Start with a simile sentence</u></b> Like a ghost caught in a fan, he spun round and round on the roundabout.</p>	<p><b>Week 6:</b> crafting speech</p> <p><b>fragmentation:</b> when a sentence is not complete because it is missing a subject or verb or both.</p> <p><b>dialect:</b> language specific to a region or group.</p> <p><b>idiolect:</b> language specific to a particular individual.</p> <p><b>motif:</b> a repeated or recurring image or idea.</p> <p><b>anaphora:</b> repetition of a word or phrase at the start of successive sentences or clauses.</p>

Maths	Geometry	Year 9 Term 2
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**Week 1: Inequalities**

**Inequality** – compares two values that are not equal.

$>$  greater than

$\geq$  greater than or equal

$<$  less than

$\leq$  less than or equal

$y > 8$  y is greater than 8

$8 < y$  8 is less than y

**Week 2: Geometric notation**

**angle ABC:** the angle made by following the path from A to B to C.

**triangle ABC:** the triangle made by following the path from A to B to C.

**line AB:** the line segment made by going from A to B.

**perpendicular:** lines that meet at 90 degrees.

**parallel:** lines that remain a fixed distance a part.

**Week 3: 3D shapes**

**dimensions:** a measurement of length in one direction.

**face:** the individual flat surface of a 3D shape.

**edge:** a line segment where two faces meet.

**vertex:** a point where two or more-line segments meet.

vertex

edge

face

**Week 4: 3D shapes**

**prism:** a solid object with 2 identical ends and flat sides.

Cuboids have:

- 6 faces
- 12 edges
- 8 vertices

**Sphere**

**Cylinder**

Triangular prism

Pentagonal prism

Rectangular prism

**Week 5: Constructions**

**compass:** a piece of equipment. It has a point and a space for a pencil.

**equidistant:** equal distance.

*Q is Equidistant from P and R*

**locus:** the set of all points that share a property.

**bisector:** divides exactly into two equal parts.

Blue Line Segment is Bisected

Blue Angle is Bisected

**Week 6: Number**

**factor:** Integers that multiply to make another integer.

$2 \times 4 = 8$

Factors
Product

**multiple:** the result of multiplying a number by an integer. *E.g. 8 is a multiple of 2 and 4.*

**integer:** a whole number with no fractional/decimal part.




**rational:** a number that is made by dividing an integer by an integer.

$1.5 = \frac{3}{2}$  Ratio  
Rational

$\pi = 3.14159\dots = \frac{?}{?}$  (No Ratio)  
Irrational

**irrational:** a real number that cannot be written as a simple fraction.

Week 1: The Particle Model

	Solid	Liquid	Gas
<b>Particle diagram</b>			
<b>Closeness of particles</b>	very close	close	far apart
<b>Arrangement of particles</b>	regular	random	random
<b>Motion of particles</b>	vibrate in a fixed position	move around each other	move quickly in all directions
<b>Energy of particles</b>	low energy	greater energy	highest energy
<b>Density of particles</b>	very dense	dense	least dense

Limitations of the particle model

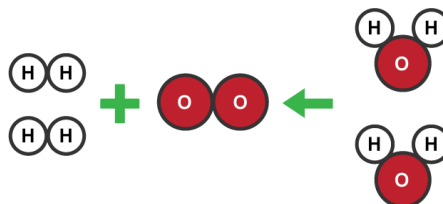
- It assumes the particles are spheres.
- It represents spheres as the same size.
- The gaps between atoms in a gas are small enough to make them fit on a page, they should be much larger.
- Differences in the forces of attraction between particles are not fully explained.

Week 2: Physical & Chemical Changes

Chemical Change	Physical Change
a chemical reaction in which a new substance is formed, usually irreversible	a change of state where no new substance is formed, usually reversible
happens when a chemical reaction occurs	a substance changes physical state or dissolves
a new product is formed	no new product is formed
usually irreversible	can be reversed

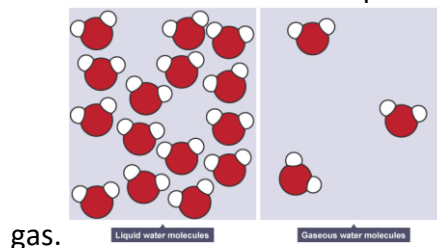
Example of a chemical change

Hydrogen and oxygen react to make water.  
 $2H_2 + O_2 \rightarrow 2H_2O$



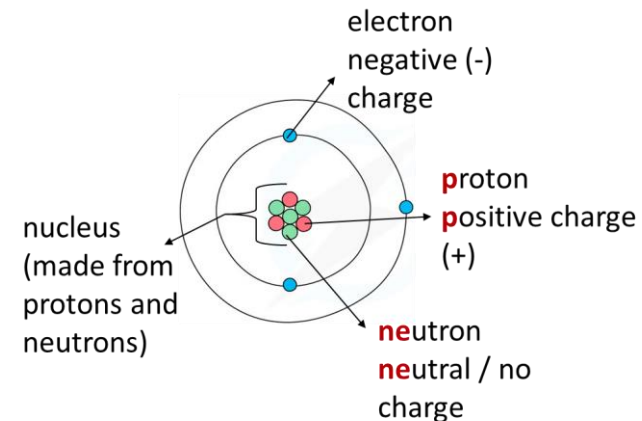
Example of a physical change

liquid water can be heated to evaporate into a



Week 3: Atomic Structure

Structure of an Atom



Charge and mass of subatomic particles

Subatomic particle	Relative charge	Relative mass
Proton	+1	1
Neutron	0	1
Electron	-1	0.005

12

Mg

magnesium

24

**atomic number**  
The total number of protons (and electrons) in the atom.

**mass number**  
The total number of protons and neutrons in the nucleus of an atom.  
*Remember the mass is the massive number.*

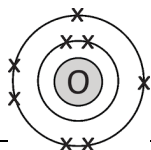
Week 4: Electronic Configuration

<b>electron</b>	negative subatomic particles found in energy shells around the nucleus of an atom
<b>group</b>	a column in the periodic table in which elements have the same number of outer shell electrons
<b>period</b>	a row in the periodic table in which elements have the same number of shells
<b>electron shell</b>	the orbits around an atom that are allowed for electrons in the Bohr model - not a physical hard ring but a model of an area where electrons may be found
<b>periodic table</b>	a table of chemical elements arranged in order of increasing atomic number
<b>electron configuration</b>	how the electrons fill the shells around the nucleus, for example 2, 8, 1, means 2 electrons in the 1 <sup>st</sup> shell, 8 electrons in the 2 <sup>nd</sup> , 1 in the 3 <sup>rd</sup>

**Electron Configuration Example - Oxygen**


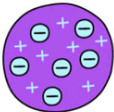


The diagram shows the **electron configuration** of oxygen (O)

- Oxygen is in group 6 of the periodic table; therefore, it has 6 electrons in its outer shell.
- Oxygen is in period 2, therefore it has 2 electron shells.



Week 5: History of the Atom

**Timeline**

- 1806 – solid sphere model**  
**John Dalton**  
Atoms are small, solid, inelastic spheres 
- 1904 – plum pudding model**  
**J J Thompson**  
Negative electrons evenly spaced in a positive mass 
- 1911 – nuclear model**  
**Ernest Rutherford**  
Mostly empty space with a positive mass in the centre 
- 1913 – planetary model**  
**Niels Bohr**  
Electrons are in shells that orbit the nucleus 
- 1926 – quantum mechanical model (current)**

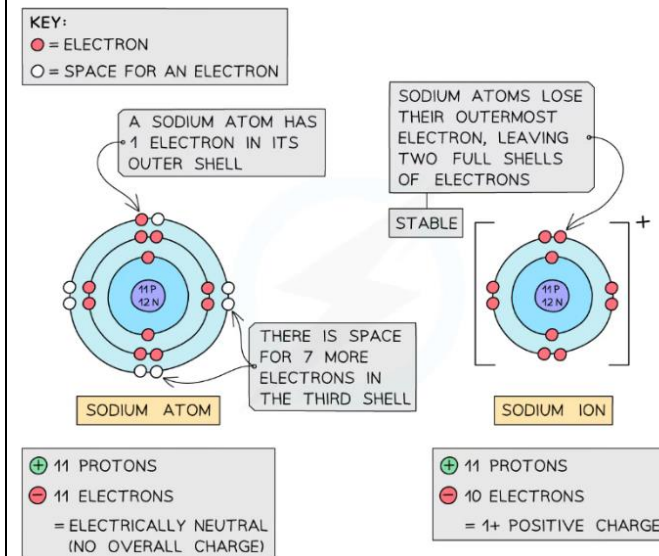
Scan the code to learn more about the history of the atom. You can also access the link on Teams.



Week 6: Isotopes and Ions

<b>ion</b>	an atom with an electric charge due to the loss or gain of electrons
<b>positive ion (cation)</b>	an ion with a positive charge due to the loss of one or more electrons
<b>negative ion (anion)</b>	an ion with a negative charge due to the gain of one or more electrons
<b>isotope</b>	atoms of the same element with the same number of protons but a different number of neutrons
<b>model</b>	a description or analogy that explains the physical world

**How a sodium (Na) ion is formed.**



French		Ma vie scolaire	Year 9	Term 2															
<b>Week 1: Qu'est-ce que tu veux faire ?</b>		<b>Week 2: Quel métier ?</b>		<b>Week 3: Les verbes</b>															
j'ai l'intention de/ d'	I intend to	avocat / avocate	lawyer	aller à l'université	go, going to university														
j'aimerais	I would like to	acteur / actrice	actor / actress	faire du bénévolat	do, doing charity work														
je voudrais	I would like to	coiffeur/ coiffeuse	hairdresser	faire un apprentissage	do, doing an apprenticeship, internship														
j'aimerais mieux	I would rather	directeur/ directrice	director	habiter à l'étranger	live, living abroad														
j'ai hâte de/d'	I can't wait to	électricien / électricienne	electrician	avoir une licence	get a degree														
je rêve de/d'	I dream of	infirmier/ infirmière	nurse	continuer mes études	continue my studies														
je vais	I am going to	ingénieur / ingénieure	engineer	prendre une année sabbatique	take, taking a gap year														
je ne vais pas	I am not going to	mécanicien / mécanicienne	mechanic	apprendre une nouvelle langue	learn a new language														
je ne veux pas	I don't want to	médecin	doctor																
je veux	I want to	serveur/ serveuse	waiter/waitress																
		vétérinaire	vet																
<b>Week 4: qu'est-ce que tu feras ?</b>		<b>Week 5: Le futur simple</b>		<b>Week 6: Ce sera comment?</b>															
j'achèterai I will buy	une maison a house	The simple future expresses what you 'will' do.. It is made by adding the following endings on to an -er or -ir verb. For -re verbs remove the final 'e' first.		ce sera	it will be														
je travaillerai I will work	à mon compte on my own à temps partiel part time	<table border="1"> <thead> <tr> <th>Subject</th> <th>Future ending</th> </tr> </thead> <tbody> <tr> <td>je</td> <td>-ai</td> </tr> <tr> <td>tu</td> <td>-as</td> </tr> <tr> <td>il / elle / on</td> <td>-a</td> </tr> <tr> <td>nous</td> <td>-ons</td> </tr> <tr> <td>vous</td> <td>-ez</td> </tr> <tr> <td>ils/ elles</td> <td>-ont</td> </tr> </tbody> </table>		Subject	Future ending	je	-ai	tu	-as	il / elle / on	-a	nous	-ons	vous	-ez	ils/ elles	-ont	barbant	boring
Subject	Future ending																		
je	-ai																		
tu	-as																		
il / elle / on	-a																		
nous	-ons																		
vous	-ez																		
ils/ elles	-ont																		
je gagnerai I will earn	beaucoup d'argent lots of money			difficile	difficult														
j'habiterai I will live	à l'étranger abroad ici here			enrichissant	enriching														
je prendrai I will take	une année sabbatique a gap year			fatigant	tiring														
je serai I will be	célèbre famous satisfait/e satisfied	The following are irregular: aur –have, ir – go, ser – be, fer – do e.g. je serai – I will be      tu feras – you will do nous aurons – we will have    il ira – he will go		génial	great														
j'aurai I will have	de bonnes notes good grades			gratifiant	rewarding														
				passionnant	exciting														
				pénible	annoying														
				stressant	stressful														




Geography	UK Energy	Year 9 Term 2
<p><b>Week 1: Key Terms</b></p> <p><b>energy:</b> power created from physical or chemical resources, especially to provide light and heat or to power machines.</p> <p><b>renewable energy:</b> any naturally occurring source of energy.</p> <p><b>non-renewable energy:</b> energy created by fuel which cannot be replaced.</p> <p><b>emission:</b> something that is given off, such as carbon dioxide.</p> <p><b>sustainability:</b> meeting the needs of today without compromising the needs of the future.</p>	<p><b>Week 2: Historical uses of UK energy</b></p> <ul style="list-style-type: none"> <li>• Coal mining was a major sources of the UK energy up to the 1980s.</li> <li>• There were large amounts of coal in the North, Midlands and Wales.</li> <li>• All coal mines closed in the UK by 1992.</li> <li>• Nuclear energy was first used in the UK in 1950s.</li> <li>• In the 1960s the UK turned to oil and natural gas.</li> </ul>	<p><b>Week 3: Fossil fuels</b></p> <p><b>fossil fuels:</b> oil, coal and natural gas.</p> <ul style="list-style-type: none"> <li>• Fossil fuels are non renewable energy sources.</li> <li>• Fossil fuels release huge amounts of carbon dioxide.</li> <li>• Fossil fuels are easily stored and easy to transport.</li> </ul>
<p><b>Week 4: Nuclear energy</b></p> <p><b>Nuclear energy is a non-renewable energy source.</b></p> <p><b>Nuclear energy is highly efficient at creating electricity.</b></p> <p><b>Negatives</b></p> <ul style="list-style-type: none"> <li>• Produces radioactive waste.</li> <li>• The waste needs to disposed of very carefully.</li> <li>• Nuclear power stations are very expensive to build.</li> <li>• If Nuclear power stations are not maintained well they can be highly dangerous.</li> </ul>	<p><b>Week 5: Renewable energy</b></p> <p>Wind power is a renewable energy source.</p> <p>Wind power is the largest electricity source in the UK as of April 2023 (33% of all electricity).</p> <p><b>January-April 2023:</b> 42% of energy came from wind and solar, whereas 33% came from fossil fuels.</p> <p>Solar power is renewable energy.</p> <p><b>Morocco</b> has the world’s largest solar farm.</p>	<p><b>Week 6: UK carbon Net Zero strategy 2050</b></p> <ul style="list-style-type: none"> <li>• By 2035, all electricity will come from low carbon sources.</li> <li>• Prioritise the generation of wind and solar power.</li> <li>• Deliver 40GW of offshore wind and 1GW of floating offshore wind power.</li> <li>• Provide £380 for development of the offshore wind sector, investing in infrastructure and supply-chains.</li> </ul>



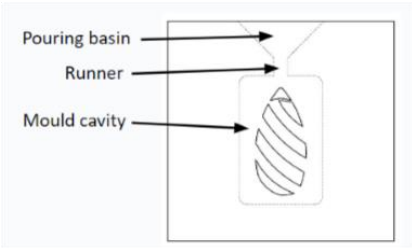
History	Thematic study: migration	Year 9 Term 2
<p><b>Week 1: Tudor and Stuart exploration</b></p> <p><b>empire:</b> a collection of communities, regions, territories or even states that are ruled over by one leader or ‘mother country’.</p> <p><b>colonise:</b> To settle among and establish control over an area.</p> <p>Factors that helped exploration:</p> <ul style="list-style-type: none"> <li>- Printing Press</li> <li>- Astrolabe</li> <li>- Magnetic compass</li> <li>- Lateen sails</li> </ul>	<p><b>Week 2: Plantations and Piracy</b></p> <p><b>plantation:</b> large farms, specialising in growing one type of crop.</p> <p><b>indentured servant:</b> person who paid for their passage to a new country by signing a contract saying they would work for free for a set amount of time.</p> <p><b>privateer:</b> private sea captain given permission to raid and capture enemy ships.</p> <p>Reasons for migration to the Americas:</p> <ul style="list-style-type: none"> <li>- Land</li> <li>- Religious persecution</li> <li>- Empire building</li> </ul>	<p><b>Week 3: Huguenots</b></p> <p><b>Huguenots:</b> French Protestants.</p> <p><b>refugee:</b> a person forced to flee to a place of safety because of danger or persecution.</p> <p><b>Reformation:</b> the change of religion from Roman Catholic to Protestant that took place in Europe during the 16<sup>th</sup> century.</p> <p><b>heretic:</b> a person who follows a religion that is not approved by the government or monarch.</p>
<p><b>Week 4: Irish migration</b></p> <p><b>voluntary migration:</b> people who move because they want to.</p> <p><b>forced migration:</b> people who move because they have to.</p> <p><b>parish:</b> the smallest unit of government, usually rural areas maintained by the church.</p> <p>Reasons for Irish migration:</p> <ul style="list-style-type: none"> <li>- Potato famine in Ireland in the 1900s</li> <li>- Widespread poverty</li> <li>- Irish landlords facilitated migration to reduce the number of poor people living in the parish to reduce taxes.</li> </ul>	<p><b>Week 5: Migration from the empire</b></p> <p><b>Kenyan Asians:</b> Indian people moved to the British colony of Kenya to build railways and bridges. There were 180,000 of them.</p> <p><b>Australia:</b> used as a place to relieve Britain’s overcrowded prisons. Between 1787- 1807 20,000 prisoners were sent to Australia.</p> <p><b>James Cook:</b> claimed the east coast of Australia for Britain and named it New South Wales.</p>	<p><b>Week 6: Post WW2 migration</b></p> <p><b>Commonwealth:</b> a group of countries across the world who have been associated with the British Empire.</p> <p><b>colour bar:</b> The racist attitudes preventing people from getting jobs and housing.</p> <p><b>Empire Windrush:</b> after WW2 Britain invited people from the Caribbean to come to Britain and help rebuild the country, this was the first ship to bring them to Britain.</p>

Religious Studies	Islamic beliefs and practices	Year 9 Term 2
<p><b>Week 1: Salah</b></p> <ul style="list-style-type: none"> <li>Before prayer Muslims perform a washing ritual (<b>Wudu</b>) so that they are spiritually clean. Mosques have washrooms where this washing can be performed. The ritual involves washing faces, hands and feet under running water. If water is not available, sand or dust can be used. This is seen as a sign of spiritual washing.</li> <li>During prayer Muslims face the city of <b>Makkah</b>. In a mosque, the <b>mihrab</b> marks the direction of prayer. If a person is praying outside a mosque, a compass on a prayer mat can be used.</li> <li><b>Niyah</b> - a conscious intention to pray. Prayer starts with a declaration of Niyah.</li> </ul>	<p><b>Week 2: Zakah</b></p> <p><b>Zakah:</b> Muslim gives 2.5 per cent of their wealth over a certain amount to charity, after they have paid for what is necessary to support themselves and their families.</p> <p><b>Alms</b> is another word used for Zakah or charity.</p> <p><b>Sadaqah:</b> in addition to practising Zakah, Muslims are encouraged to voluntarily give their time to charity throughout the year.</p> <p><b>The Mosque:</b> has many uses in the community for both Muslims and non-religious believers. Some Muslims may volunteer to help in the mosque to help practice their faith.</p>	<p><b>Week 3: Sawm</b></p> <p><b>Sawm:</b> is the obligation on Muslims to fast between sunrise and sunset during the month of Ramadan.</p> <p><b>Ramadan:</b> is a time for both physical and moral self-discipline. It is a time of obedience to Allah and a time of understanding hunger.</p> <p><b>During Ramadan Muslims should not:</b></p> <ul style="list-style-type: none"> <li>listen to music</li> <li>smoke</li> <li>avoid bad thoughts and actions</li> </ul>
<p><b>Week 4: Sawm</b></p> <p>The holy month of Ramadan is about spending extra time studying the Qur'an and attending the mosque and helping others.</p> <p>People who do not have to fast:</p> <ul style="list-style-type: none"> <li>pregnant women</li> <li>anyone who is unwell</li> <li>the elderly</li> <li>young children under 13</li> <li>people who are travelling</li> </ul> <p><b>Eid ul-Fitr:</b> means 'festival of breaking the fast'. This festival happens at the end of Ramadan.</p>	<p><b>Week 5: Hajj</b></p> <p><b>Pilgrimage:</b> is a religious journey to a location of religious significance.</p> <p><b>Hajj:</b> is the Muslim pilgrimage, which it is compulsory for Muslims to undertake at least once in their lifetime as long as they are healthy and can afford it.</p> <p>In order for it to count as pilgrimage, a Muslim's journey must take place within the month of <b>Dhul-Hijja</b>.</p>	<p><b>Week 6: Hajj</b></p> <p><b>Kaba'a:</b> Muhammad was commanded to build the Ka'ba as a shrine dedicated to Allah where worship would take place. All Muslims face the Kaba'a whilst praying.</p> <p><b>Safa and Marwa:</b> during Hajj Muslims perform the Sa'y- walking between the hills of Safa and Marwa several times.</p> <p><b>Plain of Arafat:</b> Muslims visit the Plain of Arafat where they pray asking for forgiveness from Allah. This is the site the Muhammad performed his last sermon.</p>

PSHE	Health and Wellbeing	Year 9 Term 1
<p><b>Week 1: CSE</b></p> <p><b>CSE (Child Sexual Exploitation):</b> child sexual exploitation is a form of child abuse. It occurs where anyone under the age of 18 is persuaded, coerced or forced into sexual activity in exchange for, amongst other things, money, drugs/alcohol, gifts, affection or status.</p> <p><b>Signs a friend may be vulnerable to sexual exploitation:</b></p> <ul style="list-style-type: none"> <li>• become secretive and may withdraw from your friendship group</li> <li>• go missing from home – and be defensive about their location and activities, often returning home late or staying out all night</li> </ul>	<p><b>Week 2: healthy relationships</b></p> <p><b>Relationships:</b> are the connections we have between different people. They can take a variety of forms e.g., friendship.</p> <p><b>Unhealthy relationship:</b> an unhealthy relationship can be defined as one that is characterised by an ongoing pattern of behaviour, such as lack of communication, power imbalances, lack of mutual respect, lack of boundaries, etc.</p> <p><b>Healthy relationship:</b> healthy relationships involve honesty, trust, respect and open communication between partners, and they take effort and compromise from both people.</p>	<p><b>Week 3: consent</b></p> <p><b>consent:</b> permission for something to happen or agreement to do something.</p> <p>The age of consent for any form of sexual activity is 16 for both men and women in England and Wales. Regardless of the gender or sexual orientation of a person, or whether the sexual activity is between people of the same or different gender, the age of consent is the same.</p>
<p><b>Week 4: health services</b></p> <p>All health services are free and available to everyone, regardless of sex, age, ethnic origin and sexual orientation.</p> <p>If you have a disability and have special requirements, or if English is not your first language, you should speak to the staff at the clinic before visiting.</p> <p>Depending on where you live, services and advice may be available from:</p> <ul style="list-style-type: none"> <li>• sexual health clinics</li> <li>• GPs</li> <li>• some pharmacies</li> <li>• young people's services</li> <li>• If you are not sure which service is right for you, contact NHS 111, and they will advise you.</li> </ul>	<p><b>Week 5: revision</b></p> <p><b>honour-based violence:</b> honour-based abuse is a crime or incident committed to protect or defend the 'honour' of a family or community.</p> <p><b>fertility:</b> the ability to conceive children or young.</p> <p><b>infertility:</b> the inability to conceive children.</p> <p><b>menopause:</b> the period in a woman's life (typically between the ages of 45 and 50) when menstruation ceases.</p> <p><b>cancer:</b> cancer is a condition where cells in a specific part of the body grow and reproduce uncontrollably. The cancerous cells can invade and destroy surrounding healthy tissue, including organs.</p>	<p><b>Week 6: revision</b></p> <p><b>domestic violence:</b> violent or aggressive behaviour within the home, typically involving the violent abuse of a spouse or partner.</p> <p><b>radicalisation:</b> the action or process of causing someone to adopt radical positions on political or social issues.</p> <p><b>extremism:</b> holding extreme political or religious views.</p>

Music	Blues	Year 9 Term 2
<p><b>Week 1:</b> background and history of Blues</p> <p><b>call and response:</b> a melodic question an answer made by different instruments.</p> <p><b>spiritual:</b> songs sung by slaves in the 19<sup>th</sup> century with themes of yearning for freedom.</p> <p><b>syncopation:</b> music that is played on the off-beat.</p> <p><b>swing rhythm:</b> when playing two half beat notes, the first is given a bit longer as it steals time from the second note.</p>	<p><b>Week 2:</b> 12 Bar Blues</p> <p><b>12 Bar Blues:</b> a chord progression used in Blues music which uses chord I, IV &amp; V.</p> <p><b>tonic:</b> 1st chord in the scale I</p> <p><b>subdominant:</b> 4<sup>th</sup> chord in the scale IV</p> <p><b>dominant:</b> 5<sup>th</sup> chord in the scale V</p>	<p><b>Week 3:</b> Blues scale</p> <p><b>Blues scale:</b> a scale used for improvising. The 7<sup>th</sup> note is flattened.</p> <p><b>walking bass line:</b> uses the most important notes from the chords as a repeated melody. Played in the left hand on the piano.</p> <p><b>Improvising:</b> creating music in the moment</p>
<p><b>Week 4:</b> Blues artists</p> <p><b>B.B King:</b> 1925 – 2015. American blues guitarist. Nicknamed the “King of the Blues”. Was inducted into the Rock and Roll Hall of Fame in 1987.</p> <p><b>Nina Simone:</b> 1933 – 2003. American singer, songwriter, pianist, composer, arranger and civil right activist.</p>	<p><b>Week 5:</b> Notation</p> <p> <b>sharp:</b> raises the pitch of a note by a semitone. Played as the black note to the right.</p> <p> <b>flat:</b> lowers the pitch of a note by a semitone. Played as the black note to the left.</p> <p> <b>natural:</b> cancels out a flat or sharp. Played as the normal white note.</p>	<p><b>Week 6:</b> ensemble skills</p> <p><b>ensemble:</b> a group of musicians playing together.</p> <p><b>accuracy:</b> playing your musical part correctly.</p> <p><b>fluency:</b> playing your musical part with not stopping or hesitation.</p> <p><b>timing:</b> synchronised playing across your parts, everyone keeps to the beat.</p>

Computing	Networks	Year 9	Term 2
<b>Week 1:</b> types of networks	<b>Week 2:</b> personal networks	<b>Week 3:</b> hardware	
<p><b>local Area Network (LAN):</b> a network of computers within the same network</p> <p><b>storage Area Network (SAN):</b> provides servers that enable users to store files in a large scale</p> <p><b>wide Area Network (WAN):</b> a network of LANs in different geographical places</p> <p><b>virtual Private Network (VPN):</b> ia type of network that creates a safe and secure connection for an organisation over the Internet</p>	<p><b>personal Area Network (PAN):</b> is a wired network used to connect personal devices in a home</p> <p><b>wireless Personal Area Network (WPAN):</b> a short-distance wireless network to connect mobile computing devices</p>	<p><b>hubs:</b> network hardware that broadcasts data to all devices on the network.</p> <p><b>network interface card (NIC):</b> a small circuit board in a motherboard that is responsible for providing electrical signals to send data over the network and for receiving incoming data.</p> <p><b>router:</b> network hardware that forwards data packets between computer networks until it reaches its destination.</p>	
<b>Week 4:</b> hardware	<b>Week 5:</b> lists	<b>Week 6:</b> self-quiz	
<p><b>modem:</b> network hardware that turns digital data into electrical signals and vice versa.</p> <p><b>switches:</b> network hardware that filters the data packets according to the MAC address and forwards it to that specific device.</p> <p><b>wireless access points:</b> network hardware that allows a wireless device to connect to a wired network.</p>	<p><b>MAC address:</b> A unique address of 48 bits that is assigned to a network interface card.</p>	<p>Create a 7 questions self-quiz on the following 7 items in preparation for your mini big quiz. One question per area:</p> <ul style="list-style-type: none"> <li>• types of networks</li> <li>• personal networks</li> <li>• network hardware</li> <li>• MAC addresses.</li> </ul>	

Design and Technology		Year 9	Term 2
<p><b>Week 1:</b> Design Briefs and Design Specifications</p> <p><b>Design brief:</b> the statement a client gives to a designer outlining what they want their product to be like.</p> <p><b>Design specification:</b> a list of criteria your product needs to address.</p>	<p><b>Week 2:</b> Sketching Initial Ideas</p> <p><b>3D sketch:</b> a 2D sketch just shows height and width, whereas a 3D sketch shows height, width and depth.</p> <p><b>Freehand sketching:</b> the process of sketching without the use of aids, such as rulers and compasses.</p> <p><b>Hatching:</b> the technique used to create tonal effects when sketching by drawing closely spaced parallel lines.</p>	<p><b>Week 3:</b> CAD and CAM</p> <p><b>CAD:</b> stands for Computer Aided Design. CAD enables you to create drawings and 3D models of your design on a computer.</p> <p><b>CAM:</b> stands for Computer Aided Manufacture. CAM enables you to make your design using machines like 3D printers and laser cutters.</p>	
<p><b>Week 4:</b> Pewter Casting</p> <p><b>Casting mould:</b> the hollow container used to give shape to the molten liquid material when it cools and hardens.</p> <p><b>The casting process:</b></p> <ul style="list-style-type: none"> <li>• The pewter is heated in the ladle until molten.</li> <li>• The molten pewter is then carefully poured into the mould and left to cool.</li> </ul> 	<p><b>Week 5:</b> Hand Tools</p> <p><b>Junior hacksaw:</b> used to make small and fine cuts in a range of materials, including timbers and plastics, but most commonly metals.</p> <p><b>Centre punch:</b> used to mark the centre point of a hole when drilling.</p> <p><b>Hand file:</b> used to remove fairly small amounts of material and smooth the edges.</p>	<p><b>Week 6:</b> Metals</p> <p><b>Ferrous metal:</b> contains iron. They often rust when exposed to oxygen and moisture. Examples include mild steel and cast iron.</p> <p><b>Non-ferrous metal:</b> do not contain iron. Examples include aluminium and copper.</p> <p><b>Alloys:</b> metals that are a mixture of two or more metals, or a mixture of a metal and another element. Examples include brass and steel.</p>	

ART	Art & Design – key concepts	Year 9 Term 1 and 2
<p><b>Week 1:</b> pillar of art – what is drawing?</p> <p><b>drawing:</b> a picture or diagram made with a pencil, pen, or crayon rather than paint</p> <p><b>Drawing and mark making can be used to:</b></p> <ol style="list-style-type: none"> <li>Record observations about a subject</li> <li>Experiment with formal elements such as line and colour</li> <li>Developing your understanding of line, tone, and colour</li> <li>Express motions and abstract ideas</li> </ol>	<p><b>Week 2:</b> keyword – primary source materials</p> <p><b>primary Sources:</b> working from primary sources allows you to observe and analyse in detail</p> <p><b>Working directly from a primary source allows you to:</b></p> <ul style="list-style-type: none"> <li>Examine your subject from different angles and change your viewpoint.</li> <li>Experience objects, images, people or places in different lighting conditions and compositions.</li> <li>Look at things close or from further away.</li> <li>Take your own reference photographs from angles and in conditions that reflect your interests.</li> </ul>	<p><b>Week 3:</b> keyword- mark making techniques.</p> <p><b>mark making:</b> describes the different lines, patterns, and textures that are made visible as a manifestation of applied or gestural energy.</p> <p>There are four traditional methods for making marks that are centuries old and are the first drawing methods taught to art students.</p> <p>These include:</p> <ul style="list-style-type: none"> <li>hatching</li> <li>cross-hatching</li> <li>stippling</li> <li>Scumbling</li> </ul>
<p><b>Week 4:</b> keyword: the grid method</p> <p>The <b>grid</b> method of <b>drawing</b> allows you to produce an accurate line <b>drawing</b> by reducing your subject to a series of small squares. You can then draw the shapes within each square, a technique that is often easier than trying to draw the entire subject all at the same time</p> <p>Throughout history many <b>famous artists</b> have <b>used the Grid Method</b> for drawing including M.C. Escher, Leonardo Da Vinci, Albrecht Durer, Van Gog.</p>	<p><b>Week 5:</b> artist– Karina Van Grouw</p> <p><b>Katrina Van Grouw was born in Pontypool, she gained a BA in Fine Art, specialising in printmaking, from the University of Plymouth.</b></p> <p>During her education Katrina van Grouw developed a specialist interest in historical illustrated natural history publications and the printing techniques used to create them.</p> <p><b>She is known for re-establish the link between Art &amp; Science</b></p>	<p><b>Week 6:</b> art careers: art &amp; science</p> <p><b>Science = art. They are the same thing.</b></p> <p>Science and art are human attempts to understand and describe the world around us. Both artists and scientists strive to see the world in new ways, and to communicate that vision.</p> <p>When they are successful, the rest of us suddenly 'see' the world differently. Our 'truth' is fundamentally changed.</p>

# Knowledge Recall Questions

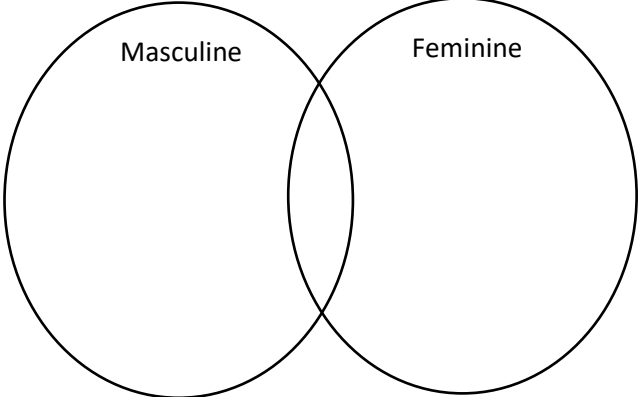
Step 1 – learn the knowledge using your recall book and look, cover, write, check, correct.

Step 2 – from **memory**, complete the weekly recall questions. These are mandatory. Use family and friends to test you 😊.

Step 3 – any question you cannot confidently answer, go back and learn the knowledge again.



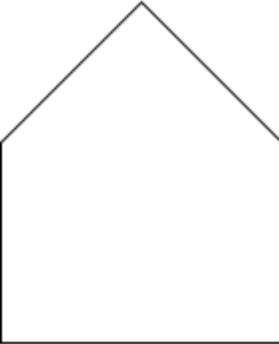
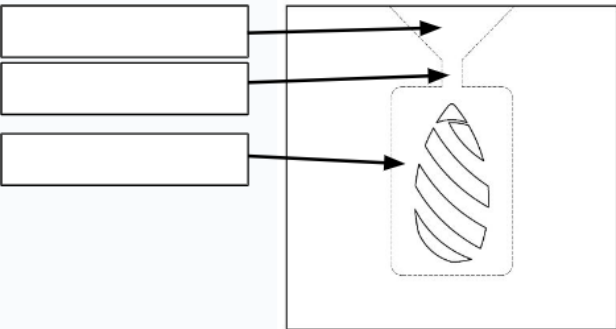


French	Ma vie scolaire	Year 9 Term 2									
<p><b>Week 1: Qu'est-ce que tu veux faire?</b></p> <p><i>This section includes prior knowledge.</i>  <b>Translate the sentences into English:</b></p> <ol style="list-style-type: none"> <li>J'ai l'intention d'étudier l'histoire. _____</li> <li>Je voudrais habiter dans un appartement. _____</li> <li>J'aimerais avoir un chien et trois lapins. _____</li> <li>Je vais aller en France. _____</li> </ol> <p><b>Translate the sentences into French:</b></p> <ol style="list-style-type: none"> <li>I would like to live in Italy. _____</li> <li>I want to study science. _____</li> <li>I can't wait to go to Spain. _____</li> <li>I intend to live in a castle. _____</li> </ol>	<p><b>Week 2: Quel métier?</b></p> <p><i>This section includes prior knowledge.</i></p> <p><b>What can you tell me about nouns in French?</b></p> <p><b>Sort the nouns into Masculine and Feminine.</b></p>  <table border="1" data-bbox="792 1002 1442 1177"> <tr> <td>avocat</td> <td>actrice</td> <td>coiffeuse</td> </tr> <tr> <td>directeur</td> <td>électricienne</td> <td>infirmier</td> </tr> <tr> <td>ingénieure</td> <td>mécanicienne</td> <td>médecin</td> </tr> </table> <p><b>Complete the sentences in French...</b></p> <p>Dans le futur, j'aimerais être....</p> <p>À l'avenir je ne veux pas être...</p>	avocat	actrice	coiffeuse	directeur	électricienne	infirmier	ingénieure	mécanicienne	médecin	<p><b>Week 3: Les verbes</b></p> <p><i>This section includes prior knowledge.</i>  <b>Unjumble the translations:</b></p> <ol style="list-style-type: none"> <li>I intend to go to university. l'intention / à / j'ai / la / université / d'aller _____ _____</li> <li>I would like to do charity work. bénévolat / faire / voudrais / du / je _____ _____</li> <li>I would rather do an apprenticeship. mieux / j'aimerais / un / apprentissage / faire _____ _____</li> <li>I can't wait to live abroad. j'ai / d'habiter / l'étranger / hâte / à _____ _____</li> <li>I dream of getting a degree. d'avoir / rêve / licence / une / je _____ _____</li> </ol>
avocat	actrice	coiffeuse									
directeur	électricienne	infirmier									
ingénieure	mécanicienne	médecin									



Geography	UK Energy	Year 9 Term 2
<p><b>Week 1: Key Terms</b></p> <p>Use the information from week 1 to answer the questions below. You must self assess your answers.</p> <ol style="list-style-type: none"> <li>1. What is energy?</li> <li>2. What is difference between renewable and non-renewable energy?</li> <li>3. Define sustainability</li> <li>4. Define emission</li> </ol>	<p><b>Week 2: Historical uses of UK energy</b></p> <p>Use the information from week 2 to create 4 of your own questions. You must then answer the questions.</p>	<p><b>Week 3: Fossil fuels</b></p> <p>Use the information from week 3 to answer the questions below. You must self assess your answers.</p> <ol style="list-style-type: none"> <li>1. Provide 3 example of fossil fuels.</li> <li>2. What is released into the atmosphere when fossil fuels are burned?</li> <li>3. Are fossil fuels renewable or non-renewable sources of energy?</li> <li>4. Identify two positives of fossil fuels.</li> </ol>
<p><b>Week 4: Nuclear energy</b></p> <p>Use the information from week 4 to create 4 of your own questions. You must then answer the questions.</p>	<p><b>Week 5: Renewable energy</b></p> <p>Use the information from week 5 to answer the questions below. You must self assess your answers.</p> <ol style="list-style-type: none"> <li>1. Wind power is an example of what type of energy?</li> <li>2. What was significant about wind energy and April 2023?</li> <li>3. Jan-April 2023 how much energy came from wind vs fossil fuels?</li> </ol> <p>____% wind energy, whereas ____% fossil fuels</p>	<p><b>Week 6: UK carbon Net Zero strategy 2050</b></p> <p>Use the knowledge from week 6 to answer the below question</p> <p><b>What is the UK government changing in order to achieve a carbon net zero by 2050?</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Music	Blues	Year 9 Term 2
<p><b>Week 1:</b> background and history of Blues</p> <p>What is the term for a melodic question and answer?</p> <p>What is the term used for songs sung by slaves in the 19<sup>th</sup> century?</p> <p>What is syncopation?</p> <p>What is the term when one half beat notes steals time from another?</p>	<p><b>Week 2:</b> 12 Bar Blues</p> <p>What is the name for the 4<sup>th</sup> chord in the scale?</p> <p>What is the name for the 5<sup>th</sup> chord in the scale?</p> <p>What is the name for the 1<sup>st</sup> chord in the scale?</p> <p>What is the name for the chord progression that uses chords I, IV &amp; V?</p>	<p><b>Week 3:</b> Blues scale</p> <p>What is the blues scale used for?</p> <p>Which note in the blues scale is flattened?</p> <p>What is improvising?</p> <p>Which hand should you play the walking bass line in?</p>
<p><b>Week 4:</b> Blues artist?</p> <p>What was Nina Simone known for that wasn't to do with her music?</p> <p>B.B King was inducted into which prestigious music awards in 1987?</p>	<p><b>Week 5:</b> notation</p> <p>What hand do you use to play notes on the Treble Clef?</p> <p>A sharp _____ the pitch of a note.</p> <p>A flat _____ the pitch of a note.</p> <p>What hand do you use to play notes on the Bass Clef?</p> <p>On the piano, you play the sharp by playing the black note to the _____.</p> <p>On the piano, you play the sharp by playing the black note to the _____.</p>	<p><b>Week 6:</b> ensemble skills</p> <p>What is an accurate performance?</p> <p>What is a fluent performance?</p> <p>What is timing?</p>

Design and Technology		Year 9	Term 2
<b>Week 1: Design Briefs and Design Specifications</b> 1. What is a 'Design Brief'?  2. What is a 'Design Specification'?	<b>Week 2: Sketching Initial Ideas</b> Freehand sketch the shape below, make it into a 3D sketch and then add hatching to give the effect of tone:  	<b>Week 3: CAD and CAM</b> 1. What does CAD stand for?  2. What does CAM stand for?  3. Name 2 types of CAM machines that you might use to make your CAD designs: 1. 2.	
<b>Week 4: Pewter Casting 1</b> Label the mould diagram:  	<b>Week 5: Hand Tools</b> 1. Which material do we commonly cut with a <b>junior hacksaw</b> ?  2. What is the name of the tool that we use to create the centre point of a hole when drilling metals?  3. What is a <b>hand file</b> used for?	<b>Week 6: Metals</b> 1. What is a ferrous metal?  2. What is a non-ferrous metal?  3. What is an alloy?	

ART	Art & Design – key concepts	Year 9 Term 1 and 2
<p><b>Week 1:</b> pillar of art – what is drawing? List the 4 ways you can use drawing?</p>	<p><b>Week 2:</b> keyword – primary source materials Describe what <b>Primary Source Materials</b> are?</p>	<p><b>Week 3:</b> keyword- mark making techniques. Describe <b>Mark Making Techniques</b>?</p>
<p><b>Week 4:</b> keyword: the grid method Describe <b>The Grid Method</b>?</p>	<p><b>Week 5:</b> artist– Karina Von Grouw Describe the work of <b>Karina Von Grouw</b>?</p>	<p><b>Week 6:</b> art careers: art &amp; science Describe the link between Art &amp; Science?</p>