

Knowledge Organiser

Year 9 Term 3

Name:	Form group:	Masters of Recall Big Quiz:
--------------	--------------------	------------------------------------

Spellings

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>hierarchy: a system of organising people in terms of power.</p> <p>propaganda: the biased and misleading use of media to misinform the public about a political cause or viewpoint.</p> <p>patriotism: a devotion to your country.</p> <p>disseminated: to spread or give out something, especially news, information, ideas, etc., to a lot of people.</p> <p>prevalent: existing very commonly or happening often.</p>	<p>catharsis: where the audience experiences an emotional release when something tense and dramatic happens.</p> <p>foreboding: a feeling of dread created through writing.</p> <p>poignant: emotionally moving.</p> <p>realism: when art and literature represent something in its true and factual form.</p> <p>dialogue: when two or more characters are speaking on stage.</p>	<p>criticises: the writer disapproves of an idea that they mention in the text.</p> <p>evocative: bringing strong images, memories, or feelings to mind.</p> <p>socioeconomic status: is the social standing or class of an individual or group.</p> <p>dictates: to give orders, or tell someone exactly what they must do, with total authority.</p> <p>vulnerability: the quality of being vulnerable (easily hurt/ influenced/ attacked).</p>	<p>foreshadowing: when the writer hints at something that will happen later in the story.</p> <p>vilified: to say or write unpleasant things about someone or something, in order to cause other people to have a bad opinion of them.</p> <p>nihilism: the view that life is ultimately meaningless.</p> <p>prolific: producing a great number or amount of something.</p> <p>blithering: senselessly talkative; used chiefly as an intensive to express annoyance or contempt.</p>	<p>turmoil: a state of confusion, uncertainty, or disorder.</p> <p>futile: pointless and will achieve nothing.</p> <p>fluke: an unlikely chance occurrence, especially a surprising piece of luck.</p> <p>neuralgia: intense, typically intermittent pain along the course of a nerve, especially in the head or face.</p> <p>omit: leave out or exclude (someone or something), either intentionally or forgetfully.</p>	



Look

Look at the information carefully.

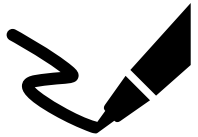
Read it three times.

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**.

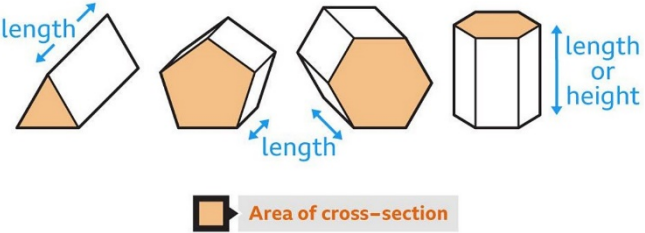
Repeat.

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

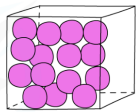
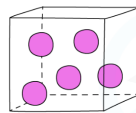


Correct

English	'Journey's End'	Year 9 Term 3
Week 1: vocabulary	Week 2: genre	Week 3: dramatic techniques
<p>class: a system of organising people in society into groups based on your position and wealth.</p> <p>hierarchy: a system of organising people in terms of power.</p> <p>propaganda: the biased and misleading use of media to misinform the public about a political cause or viewpoint.</p> <p>theme: a repeated/dominant universal human truth in a text.</p> <p>catharsis: where the audience experiences an emotional release when something tense and dramatic happens.</p>	<p>futility (noun); futile (adjective): pointless and will achieve nothing.</p> <p>nihilism (noun); nihilistic (adjective): the view that life is ultimately meaningless.</p> <p>patriotism: a devotion to your country.</p> <p>social commentary: when a writer uses art or literature to make a comment on how society works.</p> <p>social responsibility: the idea that we all should look after each other and provide for the most vulnerable in society.</p> <p>stage directions: instructions that clearly state how and where things happen on stage.</p>	<p>lighting: how a director uses light to create mood and atmosphere on a stage.</p> <p>realism: when art and literature represent something in its true and factual form.</p> <p>dramatic irony: the tension created when the audience knows something that the characters don't.</p> <p>monologue: a long speech performed by one character that is often emotive.</p> <p>dialogue: when two or more characters are speaking on stage.</p>
Week 4: academic writing	Week 5: structure	Week 6
<p>Academic Verbs The writer...</p> <p>challenges: when the writer questions something in some way – you can challenge anything, e.g., the audience, stereotypes, inequality etc.</p> <p>criticises: the writer disapproves of an idea that they mention in the text.</p> <p>exposes: the writer uncovers an idea in order to highlight a problem.</p> <p>Purposeful Adjectives: evocative: bringing strong images, memories, or feelings to mind. profound: something that has a strong emotional impact and makes people reflect. poignant: emotionally moving.</p>	<p>foreshadowing: when the writer hints at something that will happen later in the story.</p> <p>foreboding: a feeling of dread created through writing.</p> <p>parallel action/scenes: when separate but connected things are happening onstage at the same time.</p> <p>acts: section of a play which is separated into scenes.</p> <p>scenes: a smaller section of play that happens in an act.</p>	

Maths	Number	Year 9 Term 3
<p>Week 1: surface area and volume</p> <p>surface area: the total area of all faces of a 3D shape.</p> <p>area of a circle: $\text{Area} = \pi r^2$ where r is the radius</p> <p>volume of a prism: Area of the cross-section x length</p> 	<p>Week 2: number</p> <p>integer: a whole number</p> <p>rational: a rational number is made by dividing an integer by an integer.</p> <p>power: shows how many times to repeatedly multiply. Also known as an index. <i>E.g. In 5^3, 3 is the power</i></p> <p>HCF: highest common factor. The greatest factor that 2 or more numbers share.</p> <p>LCM: lowest common multiple. The lowest number that is in the times table of 2 or more numbers.</p> <p>standard form: way of writing very large or very small numbers. It is written in the form $a \times 10^n$ where a is between 1 and 10.</p>	<p>Week 3: operations with fractions</p> <p>adding and subtracting: fractions must have a common denominator.</p> $\frac{1}{4} + \frac{5}{6} = \frac{3}{12} + \frac{10}{12} = \frac{13}{12}$ <p>multiplying: multiply the numerators, multiply the denominators.</p> $\frac{2}{7} \times \frac{3}{5} = \frac{6}{35}$ <p>dividing: multiply by the reciprocal.</p> $\frac{3}{4} \div \frac{2}{5} = \frac{3}{4} \times \frac{5}{2} = \frac{15}{8}$ <p>Alternative method (common denominator)</p> $\frac{3}{4} \div \frac{2}{5} = \frac{15}{20} \div \frac{8}{20} = \frac{15}{8}$
<p>Week 4: percentages</p> <p>increase by a percent: percentage value is found and added to the original amount.</p> <p>decrease by a percent: percentage value is found and subtracted from the original amount.</p> <p>multiplier: decimal used to calculate a percentage of an amount or increase/decrease an amount by a percentage.</p> <p>depreciate: decrease in value over time.</p> <p>percentage change: comparison between 2 values expressed as a percentage of the original.</p> $\frac{\text{change}}{\text{original value}} \times 100$	<p>Week 5: money</p> <p>balance: how much money is in a bank account.</p> <p>VAT: Value added tax</p> <p>interest: a percentage added to an amount of money.</p> <p>annual: an event occurs once every year.</p> <p>per annum: for each year.</p> <p>expense: a cost incurred</p> <p>profit: a financial gain.</p> <p>loss: a financial decrease (losing money).</p>	<p>Week 6</p>

Week 1: Density

density	the amount of mass in a certain volume. Represented by the Greek symbol rho “ ρ ”
volume	the amount of space an object takes up. measured in m^3 or cm^3
mass	the amount of matter in a substance. measured in kg or g
solid	the densest state of matter because the particles are arranged very close together
liquid	similar density to solids, but generally less dense as the particles are not as close as in a solid  MORE DENSE
gas	the least dense state of matter because the particles are far apart  LESS DENSE

The equation to calculate density:

$$\text{density (kg/m}^3\text{)} = \frac{\text{mass (kg)}}{\text{volume (m}^3\text{)}}$$

$$\rho = \frac{m}{V}$$

Week 2: Density of Regular and Irregular Objects

regular shaped objects	Shapes where the sides and interior angles are the same. Cube, cylinder and sphere are all examples of regular shaped objects.
mass balance	A piece of equipment used to measure the mass of an object
irregular shaped objects	Shapes where the sides and interior angles are not all the same.
Eureka can	a piece of equipment used to measure the volume of an irregular shaped object
displace	happens when an object pushes water out of the eureka can to make room for itself.
measuring cylinder	A piece of equipment used to measure a volume of water.

Measuring the volume of an irregular shaped object.

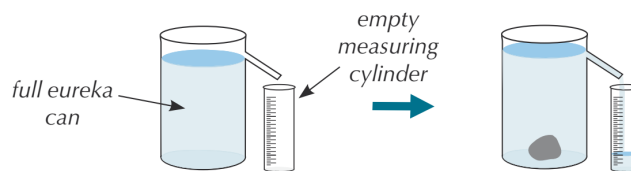


Figure 4: A eureka can and measuring cylinder being used to measure a solid's volume.

The displaced water is collected in the measuring cylinder is equal to the volume of the object.

Week 3: Energy and Temperature

temperature	how hot or cold an object is / the average kinetic energy in particles
thermometer	a piece of equipment used to measure temperature
degrees Celsius ($^{\circ}C$)	one unit of measurement for temperature
kelvin (K)	another unit of measurement for temperature
absolute zero	The lowest temperature that is possible – 0 K (equal to $-237.14^{\circ}C$). There is almost no internal energy in particles at this temperature.
energy in the thermal store	dependent upon the arrangement of particles and how fast they are moving. Measured in joules (J). Must not be confused with temperature.

What happens when you heat things up?

- Internal energy of particles increases, causing the temperature to increase.
- A change of state happens (e.g. ice melting in a drink or water evaporating from a puddle)
- Makes chemical reactions happen (e.g. thermal decomposition of copper carbonate into copper oxide and carbon dioxide).

$$\text{Temperature in K} = \text{Temperature in } ^{\circ}C + 273$$

$$\text{Temperature in } ^{\circ}C = \text{Temperature in K} - 273$$

Week 4: Specific Heat Capacity (SHC)

specific heat capacity (SHC) the energy needed to raise the temperature of 1 kg of a material by 1 °C. measured in J/kg °C

heating increasing the internal energy of a material

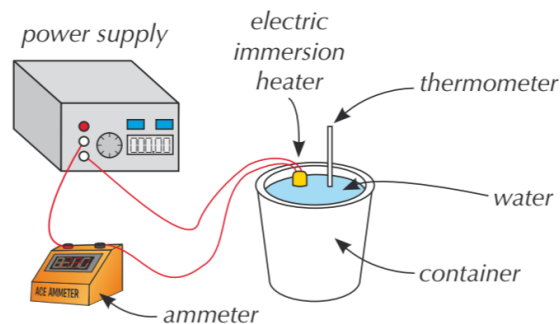
internal energy the motion, vibration, rotation, and arrangement of particles

specific latent heat of fusion (melting) the energy transferred when 1 kg of a substance changes solid state to liquid state or from liquid state to solid state.

specific latent heat of vaporisation the energy transferred when 1kg of a substance change from a liquid to a gas

$$\text{change in thermal energy (J)} = \text{mass (kg)} \times \text{specific heat capacity (J/kg } ^\circ\text{C)} \times \text{change in temperature (} ^\circ\text{C)}$$

Equipment used to measure the specific heat capacity of water



Week 5: Gas Pressure

the pressure exerted by gas due to the collisions of the particles in the gas with the walls of its container.

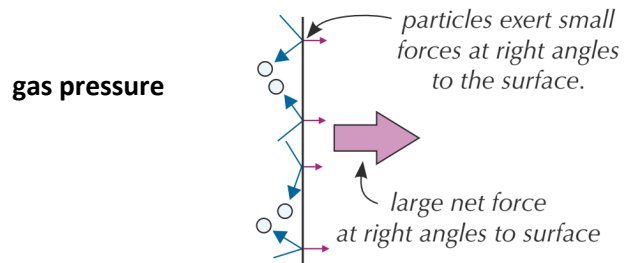
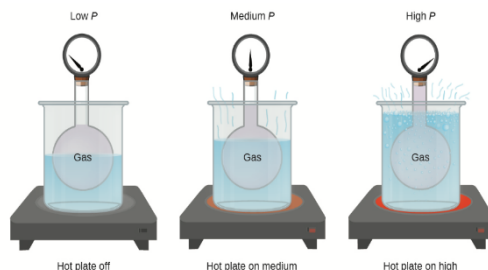


Figure 1: Gas pressure on a surface.

pascals (Pa) unit of measurement for the pressure of gas

motion movement

Increasing the temperature of a gas which is kept in a sealed container (i.e., constant volume) increases the kinetic energy of the particles, therefore the pressure increases.



Week 6









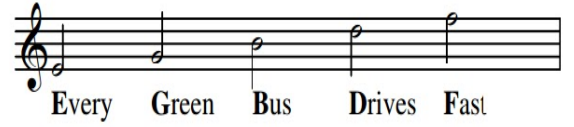
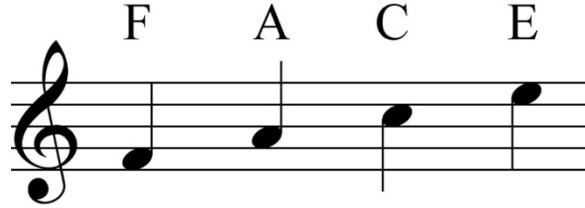

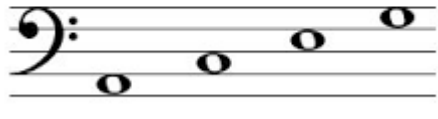
French			La technologie	Year 9	Term 3																				
Week 1: Utiliser – to use			Week 2: Qu'est-ce que tu utilises ?		Week 3: Les verbes																				
<u>Present tense</u> j'utilise I use on utilise we use <u>Perfect tense</u> j'ai utilisé I used on a utilisé We used <u>Future tense</u> je vais utiliser I am going to use on va utiliser we are going to use <u>Imperfect tense</u> j'utilisais I used to use on utilisait we used to use			l'agenda the calendar des applis apps ma console my console Internet the internet ma montre connectée my smartwatch mon ordinateur my computer mon portable my mobile les réseaux sociaux social media mon smartphone my smartphone ma tablette my tablet Facebook/ Twitter/ Snapchat/ Instagram/ Youtube E.g. Tous les jours j'utilise des applis mais quand j'étais jeune j'utilisais ma tablette.		Infinitive structures can be used following an opinion, the present tense of aller or a modal verb. chercher des renseignements look for information écouter de la musique listen to music envoyer des textos send text messages faire des achats en ligne buy things online jouer à des jeux play games partager mes photos / vidéos share my photos/ videos prendre des photos to take photos regarder des clips vidéos watch video clips télécharger de la musique / des films download music/ films surfer sur Internet to browse the internet																				
Week 4: L'imparfait			Week 5: Les comparatives		Week 6:																				
We can use the imperfect tense to compare what we normally do to what we used to do.			plus...que more...than moins...que less...than A comparative is used to compare two activities through the use of an adjective, between two words. addictif addictive compliqué complicated fascinant fascinating rapide quick, fast tendant tempting utile useful																						
<table border="1"> <thead> <tr> <th>Infinitive</th> <th>Present</th> <th>Imperfect</th> </tr> </thead> <tbody> <tr> <td>jouer</td> <td>je joue</td> <td>je jouais</td> </tr> <tr> <td>écouter</td> <td>j'écoute</td> <td>j'écoutais</td> </tr> <tr> <td>partager</td> <td>je partage</td> <td>je partageais</td> </tr> <tr> <td>chercher</td> <td>je cherche</td> <td>je cherchais</td> </tr> <tr> <td>faire</td> <td>je fais</td> <td>je faisais</td> </tr> <tr> <td>prendre</td> <td>je prends</td> <td>je prenais</td> </tr> </tbody> </table> <p>Quand j'étais jeune je jouais à des jeux mais de nos jours j'écoute de la musique. When I was younger I used to play games but nowadays I listen to music.</p>			Infinitive	Present	Imperfect	jouer	je joue	je jouais	écouter	j'écoute	j'écoutais	partager	je partage	je partageais	chercher	je cherche	je cherchais	faire	je fais	je faisais	prendre	je prends	je prenais		
Infinitive	Present	Imperfect																							
jouer	je joue	je jouais																							
écouter	j'écoute	j'écoutais																							
partager	je partage	je partageais																							
chercher	je cherche	je cherchais																							
faire	je fais	je faisais																							
prendre	je prends	je prenais																							

Geography	Population	Year 9 Term 3	
Week 1: key Terms	Week 2: key terms	Week 3: natural increase	
<p>population: the number of people in an area.</p> <p>population density: the number of people in a specific area eg km².</p> <p>sparse population: very few people in a specific area.</p> <p>dense population: a high number of people in a specific area.</p>	<p>life expectancy: the number of years on average a person is expected to live.</p> <p>birth rate: the number of babies being born each year.</p> <p>death rate: the number of people who die each year.</p> <p>infant mortality: the number of children who die before the reach the age of 1. This is measured in per thousand.</p>	<p>A population can either increase or decrease.</p> <p>natural increase: the rate at which the population is increasing.</p> <p>natural increase = birth rate – death rate This is a positive number</p> <p>natural decrease: the rate at which the population is decreasing.</p> <p>natural decrease = birth rate – death rate This is a negative number.</p>	
Week 4: China’s population	Week 5: China’s one child policy	Week 6	
<ul style="list-style-type: none"> China has the second largest population in the world of 1,412,175. The Chinese government has encouraged families to have children to create a workforce. Highly densely populated areas in China occur on river basins. Two of the most densely populated areas occur on the Yangtze and Pearl delta region. 	<ul style="list-style-type: none"> China’s population rapidly increased from 1949-1980. In 1979, the Chinese government introduced a new law, meaning couples could only have one child. Couples who had more than one child were fined. The birth rate has reduced since 1979, China now has a population growth rate of 0.7%. 		

History	Thematic study: state oppression	Year 9 Term 3
<p>Week 1: Thematic understanding</p> <p>oppression: the unjust use of power and authority by a group, which results in the control, exploitation or mistreatment of another group.</p> <p>thematic study: based on a subject or theme over a number of time periods</p> <p>contemporary sources: a source created at the time when an event happened</p> <p>interpretations: a judgement based on evidence</p> <p>provenance: type, audience and purpose of the source at the time it was created</p>	<p>Week 2: Medieval Jewish oppression</p> <p>edict: an official order or proclamation issued by a person in authority</p> <p>expulsion: the action of forcing someone to leave</p> <p>Blood Libel: an <u>accusation</u> that Jewish people used the blood of Christians in religious rituals</p> <p>antisemitism: hostility or prejudice towards Jewish people</p>	<p>Week 3: Early Modern context</p> <p>Early Modern period: 1450-1750CE</p> <p>Tudors: The royal family from Henry VII in 1485 until the death of Elizabeth I in 1603.</p> <p>Stuarts: The Stuart dynasty reigned in England and Scotland from 1603 to 1714.</p> <p>Elizabeth I: Queen of England (1558–1603). Last of the Tudor monarchs.</p> <p>James I: King of England (1603-1625). First of the Stuart monarchs.</p>
<p>Week 4: Early Modern oppression of women</p> <p>Reformation: The change of religion in England from Catholic to Protestant led by Henry VIII</p> <p>1597: King James, I published a book about the study of demons</p> <p>70-80% of people in Europe accused of witchcraft were women</p>	<p>Week 5: Witchcraft</p> <p>witchcraft: the practice of magic, especially for evil purposes; the use of <u>spells</u>.</p> <p>sabbaths: a gathering or meeting of witches to practice rituals or magic.</p> <p>swimming the witch: the process of ducking someone under water, if they floated, they were guilty if they sank, they were innocent.</p>	<p>Week 6</p>




Religious Studies	Religion, Peace, and War	Year 9 Term 3
<p>Week 1: revision</p> <ul style="list-style-type: none"> Followers of Islam are called Muslims. Muslims worship in a Mosque and follow the teachings of their holy book, the Qur'an. Islam is a monotheistic religion – they believe in one true God, Allah. <p>Denomination: a particular denomination is a particular religious group which has slightly different beliefs from other groups within the same faith.</p> <p>Sunnah: the Sunnah are writings about Muhammad's way of life. They give guidance on how to live as a Muslim. Question.</p>	<p>Week 2: revision</p> <p>The Shahadah is the declaration of faith or the key statement of belief of Muslims. Muslims are expected to know the declaration of faith.</p> <p>Zakah: 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>Alms: another word used for Zakah or charity.</p> <p>Sawm: is the obligation on Muslims to fast between sunrise and sunset during the month of Ramadan.</p> <p>Pilgrimage: is a religious journey to a location of religious significance.</p>	<p>Week 3: causes of conflict</p> <p>Reconciliation: the restoration of friendly relations.</p> <p>Good Samaritan: In the Parable of the Good Samaritan, Jesus uses the example of the Jew and the Samaritan, who would not ordinarily have been friendly towards each other. However, out of the three people who could have helped the Jew, only the Samaritan did. The priest and the Levite both ignored the Jewish man's suffering. Jesus tells of a man who was travelling from Jerusalem to Jericho and was attacked by robbers on the way. He was badly beaten and left for dead.</p> <p>Scripture: 'For I the Lord love justice' Jesus said, 'I come not to bring peace, but a sword.'</p>
<p>Week 4: Just War Theory</p> <p>Just: based on or behaving according to what is morally right and fair.</p> <p>Aquinas was a Christian philosopher who lived 1000 years ago. He said that for a war to be just, it must:</p> <ol style="list-style-type: none"> Have a just cause War must be a last resort The intention must be to restore peace The war must be proportional; only just enough force to ensure victory There must be a reasonable chance of success 	<p>Week 5: Terrorism</p> <p>Terrorism: the unlawful use of violence and intimidation, especially against civilians, in the pursuit of political aims.</p> <p>Terrorism is the deliberate use of violence against innocent civilians to spread fear. Terrorist acts usually have a political, cultural, or religious motivation.</p> <p>Example of a terror group: the Ku Klux Klan (KKK) are a white supremacist group in America. They were especially active during the civil rights era but are still prevalent today.</p>	<p>Week 6:</p>

PSHE	Relationships and Families	Year 9 Term 3
<p>Week 1: marriage</p> <p>marriage: the legally or formally recognized union of two people as partners in a personal relationship.</p> <p>civil partnership: a legally recognised union with rights similar to those of marriage, created originally for same-sex couples in areas where they were not legally allowed to marry.</p> <p>same sex marriage: a relationship in which two people of the same sex (same gender) live together as a family in a governmentally recognised marriage.</p>	<p>Week 2: cohabitation</p> <p>cohabitation: the state of living together and having a sexual relationship without being married.</p> <p>extended family: parents, children, and other relatives, like grandparents, aunts, cousins etc.</p> <p>reconstituted family: two adults from previous relationship form new relationship and live together forming new family – may both have children from previous relationship.</p> <p>nuclear family: parents and children – stereotypical / traditional family unit.</p>	<p>Week 3: forced and arranged marriage</p> <p>forced marriage: marriage which family members or guardians enforce by making the couple feel as though they have no alternative or by actively threatening them.</p> <p>arranged marriage: marriage which family members or guardians may help 'arrange' by finding suitable partners and matching them together. This is consented to by the couple, although sometimes coercion or persuasion methods are used.</p>
<p>Week 4: pregnancy</p> <p>pregnancy: term used to describe the period in which a foetus develops inside a woman's womb or uterus. Pregnancy usually lasts about 40 weeks, or just over 9 months, as measured from the last menstrual period to delivery.</p> <p>miscarriage: the sudden loss of a pregnancy before the 20th week.</p>	<p>Week 5: pregnancy and menopause</p> <p>abortion: the deliberate termination of a human pregnancy, most often performed during the first 24 weeks of pregnancy.</p> <p>adoption: the action or fact of legally adopting a child and bringing it up as one's own, or the fact of being adopted.</p> <p>menopause: menopause is the time that marks the end of your menstrual cycles.</p> <p>HRT: hormone replacement therapy.</p>	<p>Week 6:</p>

Music		Music Theory		Year 9	Term 3																																
Week 1: clefs, bars & accidentals		Week 2: note values		Week 3: notes on the staff – treble clef																																	
<p>treble clef: represents notes played above a middle C. Played with right hand.</p>  <p>bass clef: represents notes played below a middle C. Played with left hand.</p>  <p>Bar: how we split music up.</p> <p># sharp: raises the pitch of a note by a semitone. Played as the black note to the right.</p> <p>b flat: lowers the pitch of a note by a semitone. Played as the black note to the left.</p> <p>natural: cancels out a flat or sharp. Played as the normal white note.</p> 		<p>semibreve: a note lasting 4 beats</p>  <p>minim: a note lasting 2 beats</p>  <p>crotchet: a note lasting 1 beat</p>  <p>quaver: a note lasting half a beat</p>  <p>semiquaver: a note lasting a quarter of a beat</p> 		 																																	
Week 4: notes on the staff – bass clef		Week 5: dynamic and tempo markings		Week 6:																																	
 <p>G B D F A</p>  <p>A C E G</p>		<table border="1"> <thead> <tr> <th colspan="2">Tempo</th> <th colspan="2">Dynamics</th> </tr> </thead> <tbody> <tr> <td><i>lento</i></td> <td>very slow</td> <td><i>pp</i> - <i>pianissimo</i></td> <td>very quiet</td> </tr> <tr> <td><i>adagio</i></td> <td>slow</td> <td><i>p</i> - <i>piano</i></td> <td>quiet</td> </tr> <tr> <td><i>moderato</i></td> <td>moderate pace</td> <td><i>mp</i> - <i>mezzo piano</i></td> <td>moderately quiet</td> </tr> <tr> <td><i>allegro</i></td> <td>Fast</td> <td><i>mf</i> - <i>mezzo forte</i></td> <td>moderately loud</td> </tr> <tr> <td><i>presto</i></td> <td>very fast</td> <td><i>f</i> - <i>forte</i></td> <td>loud</td> </tr> <tr> <td><i>andante</i></td> <td>at walking pace</td> <td><i>ff</i> - <i>fortissimo</i></td> <td>very loud</td> </tr> <tr> <td><i>accelerando</i></td> <td>getting faster</td> <td><i>crescendo</i></td> <td>gradually getting louder</td> </tr> </tbody> </table>		Tempo		Dynamics		<i>lento</i>	very slow	<i>pp</i> - <i>pianissimo</i>	very quiet	<i>adagio</i>	slow	<i>p</i> - <i>piano</i>	quiet	<i>moderato</i>	moderate pace	<i>mp</i> - <i>mezzo piano</i>	moderately quiet	<i>allegro</i>	Fast	<i>mf</i> - <i>mezzo forte</i>	moderately loud	<i>presto</i>	very fast	<i>f</i> - <i>forte</i>	loud	<i>andante</i>	at walking pace	<i>ff</i> - <i>fortissimo</i>	very loud	<i>accelerando</i>	getting faster	<i>crescendo</i>	gradually getting louder		
Tempo		Dynamics																																			
<i>lento</i>	very slow	<i>pp</i> - <i>pianissimo</i>	very quiet																																		
<i>adagio</i>	slow	<i>p</i> - <i>piano</i>	quiet																																		
<i>moderato</i>	moderate pace	<i>mp</i> - <i>mezzo piano</i>	moderately quiet																																		
<i>allegro</i>	Fast	<i>mf</i> - <i>mezzo forte</i>	moderately loud																																		
<i>presto</i>	very fast	<i>f</i> - <i>forte</i>	loud																																		
<i>andante</i>	at walking pace	<i>ff</i> - <i>fortissimo</i>	very loud																																		
<i>accelerando</i>	getting faster	<i>crescendo</i>	gradually getting louder																																		

Computing	Python 2	Year 9 Term 3	
Week 1: revision	Week 2: revision	Week 3: error handling	
<p>encryption: is the process of encoding data so that it cannot be easily understood if it is discovered, stolen or intercepted.</p> <p>worm: is a type of malware that self-replicates and uses up a network or system resources.</p> <p>black hat: the worst kind of hacker, a black hat hacker is up to no good. once they hack your system, the damage they cause can be unlimited. they are malicious.</p>	<p>sequence: the order which the computer will run code, one line at a time.</p> <p>selection: a decision made by a computer choosing what code should be run when certain conditions are met.</p> <p>iteration: when a section of code is repeated several times. Also known as forever loop.</p>	<p>syntax error: an error that has occurred because the programmer has not followed the files of the programming language they are using.</p> <p>logical error: when a program does not behave in the way that it should, even though the programmer has followed the rules of the language.</p>	
Week 4: lists	Week 5: iteration	Week 6:	
<p>list: a data structure which is usually used to store similar items.</p> <p>index: the position of an item in a list</p> <p>boolean: a data type which can take two possible values: true or false.</p>	<p>count-controlled iteration: can be used to repeat a section of code a predetermined number of times.</p> <pre># Example 1 - Iterating over a list for item in myShoppingList: print(item) # Example 2 - Using range to count to 10 for count in range(0, 11, 1): print(count)</pre>		

Design and Technology		Year 9	Term 3
<p>Week 1: the design process</p> <p>research: finding out more information about something to help make good decisions, like when you look up facts or ask questions to learn more about a topic.</p> <p>primary research: the direct collection of original data from first hand sources, such as surveys, interviews, experiments, or observations,</p> <p>secondary research: the analysis and interpretation of existing data and information collected by others, such as product reviews and statistical data.</p>	<p>Week 2: initial ideas</p> <p>Initial ideas should:</p> <ul style="list-style-type: none"> • be created quickly • demonstrate your imagination and creativity • communicate your ideas clearly • include labels and annotation. <p>annotation: notes on your design work that provide explanations or comments.</p>	<p>Week 3: CAD and CAM</p> <p>CNC (Computer Numerical Control): CNC is a type of machine that follows precise computer instructions to cut, shape, or carve materials.</p> <p>laser cutter: a laser cutter is a high-tech CNC machine that uses a powerful laser beam to cut, etch, or engrave materials with incredible precision.</p>	
<p>Week 4: pewter casting</p> <p>pewter casting: a method of creating objects by melting pewter (a type of metal) and pouring it into molds to form specific shapes, often used to craft decorative items or detailed figurines.</p> <p>ladle: a long-handled spoon-like tool used to scoop, pour, or transfer liquids or molten materials, similar to a specialised tool for moving hot substances safely.</p> <p>PPE (Personal Protective Equipment): includes gear like visors, goggles, gloves, and more that you wear to keep yourself safe when working with potentially hazardous materials or in dangerous environments.</p>	<p>Week 5: creating prototypes and metals</p> <p>Designers create prototypes to:</p> <ul style="list-style-type: none"> • test ideas • see details • fix problems with the design • show others their ideas • test materials. <p>ore: a naturally occurring solid material from which a metal can be extracted.</p> <p>malleable: the property a material displays that means it can be bent and shaped into different forms.</p>	<p>Week 6:</p>	

Art	Art and Design – Key Concepts	Year 9	Term 3
<p>Week 1: what is colour theory?</p> <p>colour theory: both the science and art of using colour. It explains how humans perceive colour; and the visual effects of how colours mix, match, or contrast with each other...</p> <p>In colour theory, colours are organized on a colour wheel and grouped into 3 categories:</p> <ol style="list-style-type: none"> Primary Colours, Secondary Colours Tertiary Colours. 	<p>Week 2: what is the colour wheel?</p> <p>colour wheel: an arrangement of all colours on the spectrum based on their relationships, and it is useful in creating harmonious colour schemes.</p>  <p>The colour wheel is a tool used in colour theory that helps us understand the relationships between individual colours to use them well.</p>	<p>Week 3: contrasting colours</p> <p>colour theory: contrasting colours, also known as complementary colours, are colours from opposing segments of the colour wheel. Colours that are directly across from one another on a basic colour wheel provide maximum contrast... In the traditional RYB colour model, the complementary colour pairs are:</p> <ul style="list-style-type: none"> red–green, yellow–purple blue–orange. 	
<p>Week 4: felt tips</p> <p>felt tip pen: has a point made of felt (= a thick, soft mass of fibres), used for writing and especially drawing. While felt-tip markers offer these advantages, it's important to consider that they can be prone to bleeding or smudging if the paper is not suitable or if excessive layers are applied. It's recommended to test different markers and papers to find the combination that works best for your preferred artistic style.</p> 	<p>Week 5: artist– Yayoi Kusama</p> <p>Yayoi Kusama: a Japanese artist who is sometimes called 'the princess of polka dots'. Although she makes lots of different types of art – paintings, sculptures, performances and installations – they have one thing in common, DOTS!</p> 	<p>Week 6</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.

Science	Matter	Year 9	Term 3
----------------	---------------	---------------	---------------

Week 1: Density <p>A piece of oak has a mass of 255g and volume of 300cm³. Calculate the density of oak.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Week 2: Density of Regular and Irregular Objects. <p>A cube of ice has a side length of 5cm. The mass of the cube of ice is 114.5g. Calculate the density of the ice. Give your answer in g/cm³.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Week 3: Energy and Temperature <p>Compare energy in the thermal store to temperature.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Week 4: Specific Heat Capacity (SHC). <p>The specific heat capacity for copper is 385 J/kg°C. Calculate the thermal energy change when the temperature of 2.00 kg of copper is changed by 10.0°C.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Week 5: Gas Pressure <p>An aerosol canister may contain a non-flammable gas at high pressure. The aerosol cannister should not be exposed to high temperatures. Explain why.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Week 6

French	La technologie	Year 9 Term 3																				
Week 1: Utiliser – to use	Week 2: Qu'est-ce que tu utilises?	Week 3: Les verbes																				
<p><i>This section includes prior knowledge.</i></p> <p>The present tense describes _____.</p> <p>j'utilise = on utilise =</p> <p>The perfect tense describes _____.</p> <p>j'ai utilisé = on a utilisé =</p> <p>The future tense describes _____.</p> <p>je vais utiliser = on va utiliser =</p> <p>The imperfect tense describes _____.</p> <p>j'utilisais = on utilisait =</p>	<p><i>This section includes prior knowledge.</i></p> <p>Match up the vocabulary:</p> <table border="0"> <tr> <td>l'agenda</td> <td>apps</td> </tr> <tr> <td>des applis</td> <td>the internet</td> </tr> <tr> <td>ma console</td> <td>my smartwatch</td> </tr> <tr> <td>Internet</td> <td>my mobile</td> </tr> <tr> <td>ma montre connectée</td> <td>my tablet</td> </tr> <tr> <td>mon ordinateur</td> <td>social media</td> </tr> <tr> <td>mon portable</td> <td>the calendar</td> </tr> <tr> <td>les réseaux sociaux</td> <td>my computer</td> </tr> <tr> <td>mon smartphone</td> <td>my console</td> </tr> <tr> <td>ma tablette</td> <td>my smartphone</td> </tr> </table> <p>mon / ma / mes are _____ adjectives.</p> <p>Translate the sentences into English:</p> <p>J'aime mon smartphone parce que c'est utile. _____</p> <p>On utilise ma console tous les jours. _____</p> <p>Je déteste mon portable parce que c'est démodé. _____</p>	l'agenda	apps	des applis	the internet	ma console	my smartwatch	Internet	my mobile	ma montre connectée	my tablet	mon ordinateur	social media	mon portable	the calendar	les réseaux sociaux	my computer	mon smartphone	my console	ma tablette	my smartphone	<p>Infinitive structures can be used following _____, the present tense of _____ or a _____ verb.</p> <p>Fill in the gap with the correct infinitive structure:</p> <p>_____ des renseignements look for information</p> <p>_____ de la musique listen to music</p> <p>_____ des textos send text messages</p> <p>_____ des achats en ligne buy things online</p> <p>_____ à des jeux play games</p> <p>_____ mes photos / vidéos share my photos/videos</p> <p>_____ des photos to take photos</p> <p>_____ des clips vidéos watch video clips</p> <p>_____ de la musique / des films download music / films</p> <p>_____ sur Internet to browse the internet</p>
l'agenda	apps																					
des applis	the internet																					
ma console	my smartwatch																					
Internet	my mobile																					
ma montre connectée	my tablet																					
mon ordinateur	social media																					
mon portable	the calendar																					
les réseaux sociaux	my computer																					
mon smartphone	my console																					
ma tablette	my smartphone																					

Week 4: L'imparfait

This section includes prior knowledge.

We can use the imperfect tense to compare what we normally do to what we _____.

The imperfect tense is formed with _____ parts. The pronoun and the _____ of the verb with the correct endings.

Fill in the correct endings:

Je = -ais
 Tu = -ai_
 Il / elle / on = -ai_
 Nous = ions
 Vous = iez
 Ils / elles = ai_____

Fill in the table :

Infinitive	Present	Imperfect
jouer	je joue	je _____
_____	j'écoute	j'écoutais
partager	je partage	je _____
chercher	je _____	je cherchais
faire	je fais	je _____
prendre	je prends	je _____

Week 5: Les comparatives

Translate the phrases:

plus...que =
 moins...que =

Fill in the gaps:

A comparative is used to _____ two activities through the use of an _____, between two words.

Put the spaces in the correct place and translate the sentence into English:

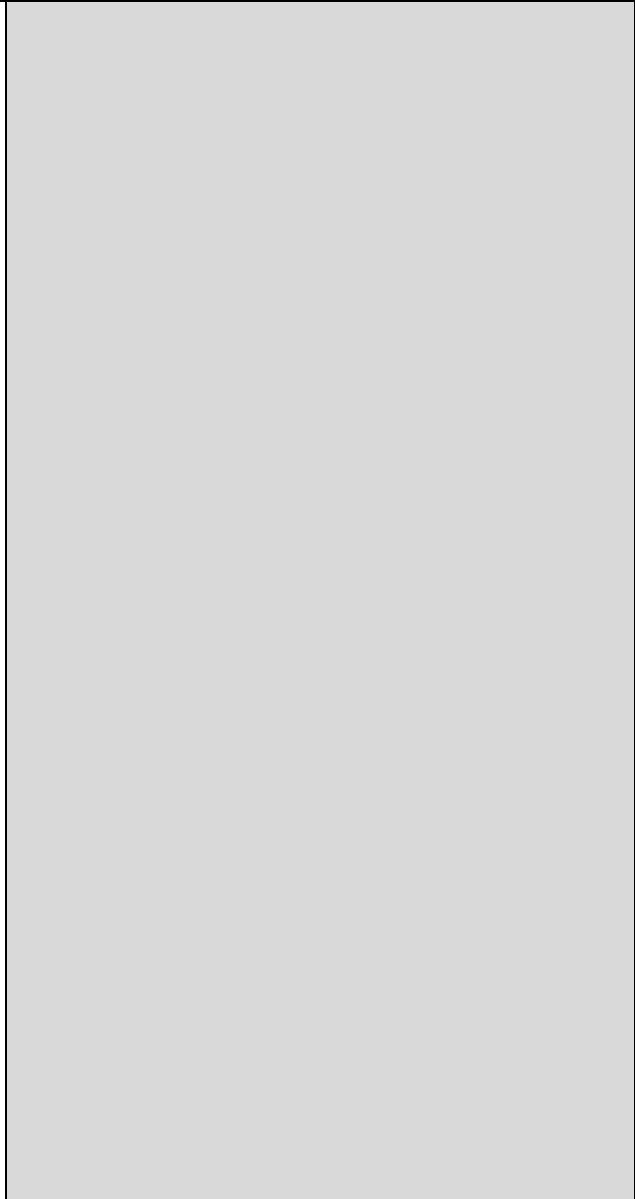
- J'utilisemonordinateurparcequec'estplusutileque monportable.

- Jevaisutilisermamontreconnectéecarc'estplusfacile quematablette.

- Jen'aimepasutilisermaconsoleparcequec'estmoins rapidequemonportable.

- J'adoreutiliserlesréseauxsociauxcarc'estmoinsaddictif quedesapplis.

Week 6:



Geography	Population	Year 9 Term 3
Week 1: key Terms	Week 2: key terms	Week 3: natural increase
<ol style="list-style-type: none"> 1. Define population 2. What is population density? 3. What is the difference between a sparse and dense population? 	<ol style="list-style-type: none"> 1. What is life expectancy? 2. What is birth rate? 3. What is death rate? 4. What is infant mortality? 	<ol style="list-style-type: none"> 1. Define natural increase 2. Define natural decrease 3. What is the difference between natural increase and decrease?
Week 4: China's population	Week 5: China's one child policy	Week 6
<ol style="list-style-type: none"> 1. What is China's population? 2. Which two regions are the most densely populated in China? 	<ol style="list-style-type: none"> 1. Between which years did China's population rapidly increase? 2. What is China's one child policy? 3. What year did China launch its one child policy? 4. What is China's population growth %? 	

Music	Music Theory	Year 9 Term 3
Week 1: musical notation	Week 2: note values	Week 3: notes on a staff – treble clef
<ol style="list-style-type: none"> 1. What clef tells you to play with your right hand? 2. What clef tells you to play with your left hand? 3. What does a bar do? 4. How do you play a sharp? 5. How do you play a flat? 6. How do you play a natural? 	<ol style="list-style-type: none"> 1. Draw a semibreve, how many beats does it last for? 2. Draw a minim, how many beats does it last for? 3. Draw a crotchet, how many beats does it last for? 4. Draw a quaver, how many beats does it last for? 5. Draw a semiquaver, how many beats does it last for? 	<ol style="list-style-type: none"> 1. What note sits on the third line of the staff? 2. What note sits on the fifth line of the staff? 3. What note sits on the first line of the staff? 4. What note sits in the first space on the staff? 5. What note sits in the third space on the staff?

Music	Music Theory	Year 9 Term 3
Week 4: bass clef	Week 5: dynamic and tempo markings	Week 6:
<ol style="list-style-type: none"> 1. What note sits on the third line of the staff? 2. What note sits on the fifth line of the staff? 3. What note sits on the first line of the staff? 4. What note sits in the first space on the staff? 5. What note sits in the third space on the staff? 	<ol style="list-style-type: none"> 1. What is the musical term for very slow? 2. What is the musical term for very quiet? 3. What is the musical term for fast? 4. What is the musical term for loud? 5. What is the musical term for very fast? 6. What is the musical term for gradually getting louder? 7. What is the term for getting faster? 	

Design and Technology		Year 9	Term 3
Week 1: the design process	Week 2: sketching initial ideas	Week 3: CAD and CAM	
<ol style="list-style-type: none"> 1. What is the purpose of research? 2. What is the difference between primary and secondary research? 	<ol style="list-style-type: none"> 1. What are the important elements to remember when creating initial design ideas? 2. What is annotation? 	<ol style="list-style-type: none"> 1. What does CNC stand for? 2. What is a laser cutter? 	
Week 4: pewter casting	Week 5: creating prototypes and metals	Week 6:	
<ol style="list-style-type: none"> 1. Briefly describe the process of pewter casting: 2. What does PPE stand for? 	<ol style="list-style-type: none"> 1. Why do designers create prototypes? Give 5 distinct reasons: 2. What is an ore? 3. What is the meaning of the term 'malleable'? 		

Art	Art and Design – Key Concepts	Year 9	Term 3
<p>Week 1: what is colour theory?</p> <p>Describe colour theory</p>	<p>week 2: what is the colour wheel?</p> <p>Describe a colour wheel.</p>	<p>week 3: contrasting colours.</p> <p>Describe contrasting colours.</p>	
<p>Week 4: felt tip pens</p> <p>Describe felt tips pens.</p>	<p>Week 5: Artist– Yayoi Kusama</p> <p>Describe the work of Yayoi Kusama.</p>	<p>Week 6:</p>	