

# Knowledge Organiser

## Year 9 Term 1

<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>catharsis</b>- the audience experiences an emotional release when something violent or dramatic happens.</p> <p><b>prophecy</b>- a prediction of what will happen in the future.</p> <p><b>tyrannicide</b>- the killing of a tyrant (a cruel, oppressive leader).</p> <p><b>opprobrium</b>- something that brings disgrace or severe criticism and blame.</p> <p><b>Renaissance</b>- a period in European history (15<sup>th</sup> and 16<sup>th</sup> centuries).</p>	<p><b>deteriorates</b>- become progressively worse.</p> <p><b>instability</b>- the state of being unstable or unpredictable behaviour.</p> <p><b>epiphora</b>- when a writer ends a number of lines or clauses with the same word or phrase.</p> <p><b>tragedy</b>- a very sad event or situation usually involving death or suffering.</p> <p><b>particularly</b>- to a higher degree than is usual or average or give emphasis to a point.</p>	<p><b>conspiracy</b>- a secret plan by a group to do something unlawful or harmful.</p> <p><b>virtuous</b>- having or showing high moral standards.</p> <p><b>upheaval</b>- a violent or sudden change or disruption to something.</p> <p><b>antithesis</b>- a person or thing that is the direct opposite of someone or something else.</p> <p><b>aposiopesis</b>- the device of suddenly breaking off in speech.</p>	<p><b>soliloquy</b>- an act of speaking one's thoughts aloud when by oneself.</p> <p><b>deceitful</b>- guilty of or involving deceit (lies).</p> <p><b>exemplum</b>- an example or model, especially a story told to illustrate a moral point.</p> <p><b>epiphora</b>- also known as 'epistrophe'- repetition of the same word or phrase at the end of successive clauses or sentences.</p> <p><b>devotion</b>- love, loyalty, or enthusiasm for a person or activity.</p>	<p><b>immoral</b>- not conforming to accepted standards of morality (right and wrong).</p> <p><b>construe</b>-interpret (a word or action) in a particular way.</p> <p><b>assassinate</b>- murder for political or religious reasons.</p> <p><b>pivotal</b>- of crucial importance in relation to the development or success of something else.</p> <p><b>doubt</b>- a feeling of uncertainty or lack of conviction.</p>	<p><b>manipulative</b>- tending to influence or control someone or something to your advantage.</p> <p><b>parallelism</b>- coordinating ideas are arranged in phrases, sentences, and paragraphs that balance one element with another of equal importance and similar wording.</p> <p><b>judiciously</b>- with good judgement or sense.</p> <p><b>honourable</b>- honest and fair or deserving respect.</p> <p><b>instigate</b>- to cause an event or situation to happen by your actions.</p>



# Look

Look at the information carefully.

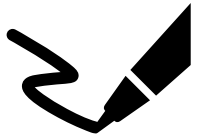
Read it three times.

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**.



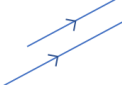



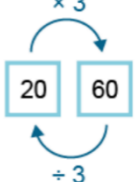
**Repeat.**

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



# Correct

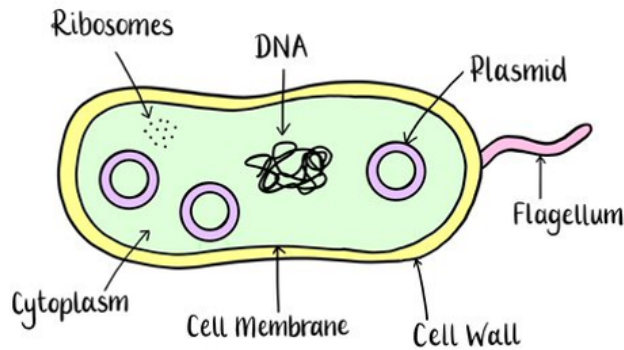
English	Julius Caesar	Year 9 Term 1
<p><b>Week 1:</b> vocabulary 1</p> <p><b>foreshadowing:</b> hints or suggestions in the text that something will happen in the future.</p> <p><b>catharsis:</b> where the audience experiences an emotional release when something violent or dramatic happens.</p> <p><b>peripeteia:</b> the hero's experience of a reversal of fate or fortune.</p> <p><b>prophecy:</b> a prediction of what will happen in the future.</p> <p><b>fate:</b> the idea that something is predestined to happen and under the control of a higher power or powers.</p> <p><b>pun:</b> a humorous use of words that involves a word or phrase that has more than one possible meaning.</p>	<p><b>Week 2:</b> revision from Y8</p> <p><b>conflict:</b> external conflict (coming from outside forces, e.g., debt) and inner conflict.</p> <p><b>declarative sentence:</b> a sentence that makes a statement, provides a fact, offers an explanation, or conveys information.</p> <p><b>interrogative sentence:</b> a sentence that asks a question.</p> <p><b>imperative sentence:</b> a sentence that gives advice, a direct command, or an instruction – they typically start with a verb.</p> <p><b>exclamatory sentence:</b> a sentence that expresses a strong emotion, often ending in an exclamation mark.</p>	<p><b>Week 3:</b> academic Writing</p> <p>Thesis statement, authorial intent and influence, language exploration, links and development, character journey, text structure and tension, <b><i>talking about instability, chaos, and decline:</i></b></p> <p>The character undergoes a <b>steep decline</b>...</p> <p>The character loses their <b>mental stability</b>... ...the situation <b>rapidly deteriorates</b>... ...there is extreme <b>social upheaval</b>...</p> <p><b><i>The Literary Present</i></b></p> <p>In literary analysis, we ALWAYS talk about the text and the writer as if they are in the present tense, even if they were writing hundreds of years ago.</p> <p>e.g., Shakespeare <b><i>is</i></b> implying that... The conspirators <b><i>are</i></b> plotting to kill Caesar...</p>
<p><b>Week 4:</b> grammar Knowledge</p> <p><b>modal verbs:</b> verbs which show how certain your interpretation is, e.g., <i>this <u>may</u> suggest...</i>; <i>Shakespeare <u>could</u> be implying...</i></p> <p><b>modal adverbs:</b> adverbs which show how likely something is, e.g., <i>this <u>possibly</u> implies that...</i>; <i>Shakespeare is <u>clearly</u> suggesting that...</i>; <i>Crucially, this shows that...</i>; <i>this is <u>particularly</u> significant because...</i></p> <p><b>ACADEMIC ADJECTIVES</b></p> <ul style="list-style-type: none"> <li>• immoral</li> <li>• deceitful</li> <li>• manipulative</li> <li>• respectable</li> <li>• virtuous</li> <li>• honourable</li> </ul>	<p><b>Week 5:</b> form and structure</p> <p><b>soliloquy:</b> when a character speaks their thoughts aloud to themselves or to the audience.</p> <p><b>metre:</b> rhythmic structure of a verse or lines in verse.</p> <p><b>iambic pentameter:</b> a metre consisting of five (pent) iambs (unstressed followed by stressed syllable, e.g., above), e.g., <i>di-DUM di-DUM di-DUM di-DUM di-DUM</i></p> <p><b>epiphora:</b> when a writer ends a number of lines or clauses with the same word or phrase.</p> <p><b>irony:</b> where the words of a speaker intends to express a meaning that is directly opposite of the said words.</p>	<p><b>Week 6:</b> themes</p> <p><b>storms:</b> storms happen frequently in Shakespeare plays and are associated with massive social upheaval and dramatic events such as: murder, war, and betrayal.</p> <p><b>kingship:</b> Shakespeare writes MANY plays about kings, often exploring ideas about what makes a good king and what makes a tyrant.</p> <p><b>prophecies:</b> Shakespeare presents many situations in his plays where someone or something predicts the future – this takes the form of things like dreams, visions, ghosts, and witches.</p> <p><b>conspiracy:</b> secrets and plots are a key device in many Shakespeare story lines, linked to ideas of truth and deceit, betrayal, and loyalty.</p>

Maths	Straight Line Graphs	Year 9 Term 1
<p><b>Week 1:</b> prior Knowledge (1)</p> <p><b>horizontal:</b> left or right. </p> <p><b>vertical:</b> up or down. </p> <p><b>parallel lines:</b> straight lines that do not meet, they remain a fixed distance apart. </p> <p><b>perpendicular lines:</b> straight lines that meet at 90 degrees (a right angle). </p> <p><b>linear:</b> forms a straight line.</p> <p><b>absolute number:</b> the distance from the number to zero. E.g. -15 and 15 both have an absolute number of 15</p>	<p><b>Week 2:</b> prior knowledge: graphs</p> <p><b>coordinate:</b> (x coordinate, y coordinate) E.g. (4, -7) 4 is the x coordinate -7 is the y coordinate</p> <p><b>coefficient:</b> the number in front of the variable in an expression or equations</p> <p><b>linear graph:</b> a graph that forms a straight line.</p> <p style="text-align: center;"><math>y = 2x - 1</math></p> <p>The coefficient is the gradient.      The constant is the y-intercept.</p>	<p><b>Week 3:</b> straight line graphs</p> <p><b>gradient:</b> how steep a line is.</p> <p><b>positive gradients and negative gradients:</b></p> <p></p> <p><b>x intercept:</b> where the graph crosses the x axis. The y coordinate is 0.</p> <p><b>y intercept:</b> where the graph crosses the y axis. The x coordinate is 0.</p> <p><b>direct proportion:</b> as one amount increases, the other amounts increase at the same rate.</p>
<p><b>Week 4:</b> number relations</p> <p><b>additive relationship:</b> The relationship between two numbers is expressed by adding and subtracting.</p> <p><b>multiplicative relationship:</b> The relationship between two numbers is expressed by multiplying or dividing.</p> <p></p> <p></p> <p>Example: 20 and 60 are connected additively by 40, and multiplicatively by 3.</p>	<p><b>Week 5:</b> prior knowledge: Algebra</p> <p><b>repeated addition:</b> <math>y + y + y + y = 4 \times y = 4y</math></p> <p><b>repeated multiplication:-</b> <math>y \times y \times y \times y = y^4</math></p> <p><b>division:</b> <math>y \div 4 = \frac{y}{4}</math>      <math>4 \div y = \frac{4}{y}</math></p> <p><b>inverse:</b> the opposite operation</p> <p><b>equation:</b> a statement that shows two expressions are equal. (There will be an equal sign.)</p> <p><b>unknown:</b> a letter with a fixed value that can be found.</p> <p><b>inequality:</b> two expressions or values that are not equal. E.g: <math>y &lt; 4</math></p>	<p><b>Week 6:</b> algebraic vocabulary</p> <p><b>substitute:</b> replace the variable with a value.</p> <p><b>evaluate:</b> work out the value of.</p> <p><b>simplify:</b> re-write in a simpler way.</p> <p><b>solve:</b> work out the value of the unknown.</p> <p><b>expand:</b> write an equivalent expression without brackets</p> <p><b>rearrange:</b> changes the form of an equation to display it in a different way.</p> <p><b>formula:</b> a rule or fact written with algebraic symbols</p>

**Week 1: eukaryotes & prokaryotes**

<b>Prokaryotic cells</b>	contains DNA that is stored within a nucleus. E.g. animal cells and plant cells
<b>eukaryotic cells</b>	does not contain a nucleus, DNA is in the cytoplasm and called chromosomal DNA. E.g. bacterial cells
<b>chromosomal DNA</b>	DNA in bacterial cells found loose in the cytoplasm and not contained within a nucleus.
<b>plasmid</b>	a circular strand of bacterial DNA
<b>flagellum</b>	Allows the cell to move

Diagram of a bacterial cell



Revise - Cell organelles and their function



**Week 2: magnification**

<b>light microscope</b>	a microscope in which the lens is close to the sample being magnified. Also known as a compound microscope.
<b>electron microscope</b>	Uses a beam of electrons to focus images instead of a beam of light
<b>resolution / resolving power</b>	The ability to see two points as two points rather than merged into one.


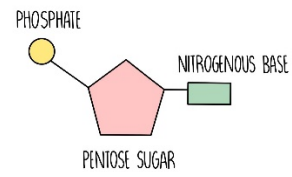

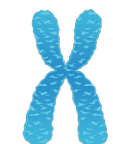
**Comparing light microscopes to electron microscopes**

light microscope	electron microscope
low magnification	High magnification
low resolution	High resolution
can view living specimens	Cannot view living specimens
2D images	3D images
colour images	Black and white images

Revise - How to use a light microscope



**Week 3: DNA**

<b>DNA</b>	the genetic information of a cell. DNA is a polymer.
<b>polymer</b>	a large molecule that consists of many smaller repeating units called monomers.
<b>double helix</b>	the structure of DNA 
<b>nucleotide</b>	the monomer of DNA 
<b>complimentary base pair</b>	A pairs with T C pairs with G 
<b>chromosome</b>	the coiled structure of DNA that codes for all the characteristics of an organism 
<b>gene</b>	a section of DNA that codes for a protein that controls a characteristic in an organism.

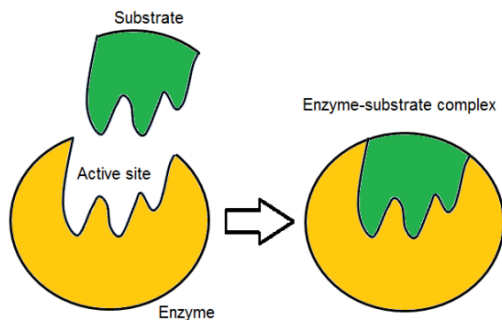
Revise - Variation



<b>Week 1: Eukaryotes &amp; Prokaryotes</b>	
What are the differences between a prokaryotic and a eukaryotic cell?	prokaryotes do not contain DNA inside nucleus, whereas eukaryotes do. prokaryotes have chromosomal DNA that is free in the cytoplasm.
Name 5 common features for a plant cell and an animal cell.	cell membrane, cytoplasm, nucleus, mitochondria, ribosomes
State that structures that are found in a plant cell but not an animal cell.	cell wall, chloroplast, vacuole
What is the function of the nucleus?	contains the genetic material (DNA) and controls the activities of the cell
What is the function of the cell membrane?	to control which substances can move into and out of the cell
What is the function of the cytoplasm?	contains all of the organelles and is the site of many chemical reactions (e.g. anaerobic respiration)
What is the function of the mitochondria?	the site of aerobic respiration, where energy is released from glucose.
What is the function of a permanent vacuole?	it contains sap and enzymes; it also stores excess water.
What is the function of the chloroplast?	it is filled with chlorophyll, absorbs light and is the site of photosynthesis.
Which material makes up plant cell walls?	cellulose
<b>Week 2: Magnification</b>	
Name two types of microscopes.	light (optical) microscope, electron microscope
State advantages and disadvantages of a light microscope	advantages: portable (moveable) easy to use, can see colour, inexpensive, can view live specimens disadvantages: 2d, low resolution, low magnification
What does resolution / resolving power mean?	the ability to see two points as two points rather than merged into one.
What is an order of magnitude?	a number to the base of 10, often used to make comparisons
What is the equation to calculate magnification?	$\text{Magnification} = \frac{\text{image size}}{\text{actual size}}$
How do you rearrange the equation to calculate the actual size of an image?	$\text{Actual size} = \frac{\text{image size}}{\text{magnification}}$
How do you rearrange the equation to calculate the image size?	$\text{image size} = \text{actual size} \times \text{magnification}$
Which objective lens should be used when first viewing a sample?	always the smallest
What does the coarse focusing wheel do?	moves the stage by a large amount to help focus a specimen
What does the fine focusing wheel do?	moves the stage by a small amount to help focus the specimen
<b>Week 3: DNA</b>	
Describe the structure of DNA	double helix
Where is DNA found?	nucleus of every cell
What is a gene and what is its function?	a section of DNA that codes for a protein that controls a characteristic in an organism.
Where does protein synthesis happen in the cell?	ribosome
DNA is a polymer, what is a polymer?	a large molecule made from many repeating units that are joined together called monomers.
What is the monomer of DNA?	a nucleotide
State the complementary base pairs	A pairs with T and C pairs with G

**Week 4: enzymes**

<b>enzyme</b>	A biological catalyst that increases the rate of a chemical reaction in a living organism
<b>increase the rate</b>	A scientific way of saying to make something happen faster
<b>catalyst</b>	A chemical substance that increases the rate of a chemical reaction, it is not used up during the reaction.
<b>active site</b>	the part of the enzyme which a specific substrate can fit into
<b>substrate</b>	a substance on which enzymes act
<b>denature</b>	The active site of an enzyme changes shape due to incorrect pH or temperature



Revise – How do enzymes work?



**Week 5: respiration**

<b>ATP</b>	A chemical that transfers energy in cells
<b>aerobic respiration</b>	a chemical process that releases energy from glucose in the presence of oxygen, takes place in the mitochondria
<b>anaerobic respiration</b>	a chemical process that releases energy from
<b>lactic acid</b>	a product of anaerobic respiration in animals, causes muscle fatigue (tiredness) and cramps.

How does exercise affect respiration?

- **Heart rate increases** – because the muscles require more oxygen and glucose, carried by blood – the heart pumps the blood
- **The breathing rate increases** – because the muscle cells require oxygen for respiration and to get rid of carbon dioxide produced in the increased respiration.
- **The volume of each breath increases** – this means that with each breath a person inhales more air, this is to increase the intake of oxygen with each breath

Revise - Aerobic and Anaerobic Respiration.

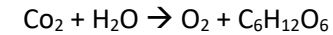


**Week 6: photosynthesis**

**word equation**

carbon dioxide + water → oxygen + glucose

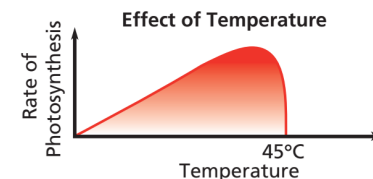
**balanced symbol equation**



**Limiting Factors of Photosynthesis**

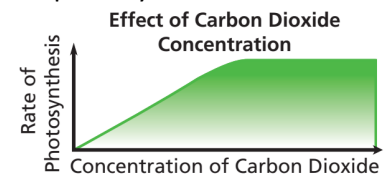
Temperature

- The optimum (best) temperature for photosynthesis is around 30°C
- At 45°C, the enzymes involved start to become denatures



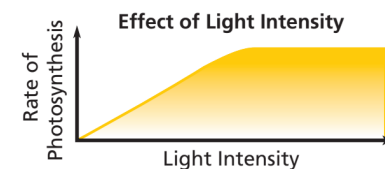
Concentration of carbon dioxide

- Carbon dioxide is a reactant for photosynthesis
- Increased carbon dioxide levels increase the rate of photosynthesis



Light intensity

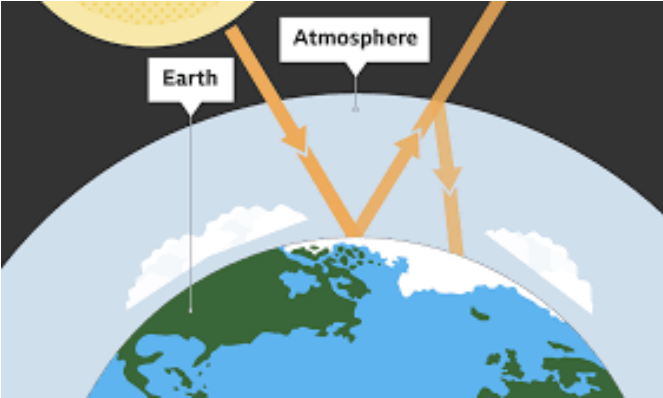
- Increasing the light intensity increases the rate of photosynthesis



<b>Week 4: Enzymes</b>	
What is an enzyme?	a biological catalyst the increases the rate of a chemical reaction inside an organism
What are enzymes made of?	enzymes are made of proteins, the amino acids are folded into shapes that allow the substrate to fit.
What is a substrate?	the substance on which an enzyme act.
What is an active site?	the part of the enzyme which a specific substrate can fit into.
What is the lock and key theory?	a model that compares the way in which enzymes fit with substrates with a lock and its key.
What does denature mean?	the active site of an enzyme changes shape, it no longer fits to the substrate
What factors can cause an enzyme to denature?	a temperature that is too high or too low, a pH that is too high or too low.
<b>Week 5: Respiration</b>	
What is aerobic respiration?	the release of energy from glucose in the presence of oxygen
What is the site of aerobic respiration?	mitochondria
What is the word equation for aerobic respiration?	oxygen + glucose → carbon dioxide + water + 38 ATP
What is the balanced symbol equation for aerobic respiration?	$6\text{O}_2 + \text{C}_6\text{H}_{12}\text{O}_6 \rightarrow 6\text{CO}_2 + 6\text{H}_2\text{O}$
What is anaerobic respiration?	the release of energy from glucose in the absence of oxygen
What is the site of anaerobic respiration?	cytoplasm
What is the word equation for anaerobic respiration in animals?	glucose → lactic acid + 2 ATP
Which enzyme digests carbohydrates, what is its monomer?	carbohydrase, the monomer is glucose
Which enzyme digests proteins, what is its monomer?	protease, the monomer is amino acids
Which enzyme digests lipids? What is its monomer?	lipase, the monomers are fatty acids and glycerol.
What type of chemical reaction is respiration?	exothermic, because energy is released.
<b>Week 6: Photosynthesis</b>	
What is photosynthesis?	A chemical process in which green plants and algae make glucose
What is chlorophyll?	A green pigment found inside a chloroplast, absorbs sunlight for photosynthesis.
What type of chemical reaction is photosynthesis?	Endothermic because it absorbs light energy from the surroundings.
What is the word equation for photosynthesis?	carbon dioxide + water → oxygen + glucose
What is the balanced symbol equation for photosynthesis?	$6\text{CO}_2 + 6\text{H}_2\text{O} \rightarrow 6\text{O}_2 + \text{C}_6\text{H}_{12}\text{O}_6$
Which three factors can affect the rate of photosynthesis?	temperature, concentration of carbon dioxide and light intensity
Why does photosynthesis stop at temperatures above 50°C?	the enzymes denature
Which type of organisms carry out photosynthesis?	producers



French		Ma vie scolaire	Year 9	Term 1																																				
<b>Week 1:</b> Les rapports - relationships		<b>Week 2:</b> Reflexive verbs		<b>Week 3:</b> Pourquoi?																																				
<b>je m'entends bien</b> I get on well <b>je m'entends mal</b> I get on badly <b>je me dispute</b> I argue <b>je m'amuse</b> I have fun <b>je me fâche</b> I get angry  <b>avec</b> with  <b>ma prof</b> my teacher (f) <b>mon prof</b> my teacher (m) <b>mes camarades de classe</b> my classmates <b>mes copains/copines</b> my friends  <b>E.g. Je m'entends bien avec mon prof.</b> I get on well with my teacher.	A <b>reflexive</b> verb is a verb that when you look it up in the dictionary, the infinitive has <b>se</b> in front of it. When we conjugate the verb, the <b>se</b> changes depending on who is doing the action. <table border="1" data-bbox="1032 381 1447 643"> <thead> <tr> <th>Pronoun</th> <th>Reflexive pronoun</th> </tr> </thead> <tbody> <tr> <td>je</td> <td>me/m'</td> </tr> <tr> <td>tu</td> <td>te/t'</td> </tr> <tr> <td>il/elle</td> <td>se/s'</td> </tr> <tr> <td>nous</td> <td>nous</td> </tr> <tr> <td>vous</td> <td>vous</td> </tr> <tr> <td>ils/elles</td> <td>se/s'</td> </tr> </tbody> </table> <table border="1" data-bbox="792 509 958 659"> <tbody> <tr> <td>s'entendre</td> </tr> <tr> <td>se disputer</td> </tr> <tr> <td>s'amuser</td> </tr> <tr> <td>se fâcher</td> </tr> </tbody> </table> e.g. se disputer becomes <b>il se dispute</b> – he argues s'amuser becomes <b>je m'amuse</b> – I have fun		Pronoun	Reflexive pronoun	je	me/m'	tu	te/t'	il/elle	se/s'	nous	nous	vous	vous	ils/elles	se/s'	s'entendre	se disputer	s'amuser	se fâcher	<b>me comprend</b> understands me <b>m'inspire</b> inspires me <b>me fait rire</b> makes me laugh <b>m'encourage</b> encourages me <b>m'ennuie</b> bores me <b>se fâche facilement</b> gets angry easily <b>crie trop</b> shouts too much  <b>E.g. J'aime la prof car elle me comprend.</b> I like the teacher because she understand me.  <b>E.g. Je m'entends mal avec mon prof car il crie trop.</b> I get on badly with my teacher because he shouts too much.																			
Pronoun	Reflexive pronoun																																							
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<b>Week 4:</b> L'imparfait.		<b>Week 5:</b> La conjugation.		<b>Week 6:</b> Les opinions.																																				
<table border="1" data-bbox="114 951 766 1321"> <thead> <tr> <th>Infinitive</th> <th>Imperfect tense</th> <th>English</th> </tr> </thead> <tbody> <tr> <td>avoir</td> <td><b>j'avais</b></td> <td>I had</td> </tr> <tr> <td>aller</td> <td><b>j'allais</b></td> <td>I used to go</td> </tr> <tr> <td>être</td> <td><b>j'étais</b></td> <td>I was</td> </tr> <tr> <td>faire</td> <td><b>je faisais</b></td> <td>I used to do</td> </tr> <tr> <td>jouer</td> <td><b>je jouais</b></td> <td>I used to play</td> </tr> <tr> <td>chanter</td> <td><b>je chantais</b></td> <td>I used to sing</td> </tr> <tr> <td>participer</td> <td><b>je participais</b></td> <td>I used to participate</td> </tr> </tbody> </table>		Infinitive	Imperfect tense	English	avoir	<b>j'avais</b>	I had	aller	<b>j'allais</b>	I used to go	être	<b>j'étais</b>	I was	faire	<b>je faisais</b>	I used to do	jouer	<b>je jouais</b>	I used to play	chanter	<b>je chantais</b>	I used to sing	participer	<b>je participais</b>	I used to participate	The imperfect tense is another <b>past</b> tense. This one is used to describe: <ol style="list-style-type: none"> <li>something you used to do</li> <li>a repeated action in the past</li> <li>a description of the past e.g. weather and opinions</li> </ol> The imperfect tense is formed with <b>two</b> parts <ol style="list-style-type: none"> <li>the pronoun</li> <li>the stem of the verb (nous form in present tense) with certain endings <table border="1" data-bbox="792 1225 1429 1375"> <tbody> <tr> <td><b>je</b></td> <td>-ais</td> <td><b>tu</b></td> <td>-ais</td> </tr> <tr> <td><b>il/elle/on</b></td> <td>-ait</td> <td><b>nous</b></td> <td>-ions</td> </tr> <tr> <td><b>vous</b></td> <td>-iez</td> <td><b>ils/elles</b></td> <td>-aient</td> </tr> </tbody> </table> </li> </ol>		<b>je</b>	-ais	<b>tu</b>	-ais	<b>il/elle/on</b>	-ait	<b>nous</b>	-ions	<b>vous</b>	-iez	<b>ils/elles</b>	-aient	<b>je crois que</b> I believe that <b>j'estime que</b> I reckon that <b>personnellement</b> personally <b>selon (person)</b> according to (person)  <b>c'est</b> it is <b>c'était</b> it was <b>compliqué</b> complicated <b>fascinant</b> fascinating <b>stressant</b> stressful <b>utile</b> useful <b>inutile</b> not useful  <b>E.g. Selon moi c'était fascinant !</b> According to me it was fascinating!
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Geography	Climate change or climate crisis?	Year 9 Term 1
<p><b>Week 1: key terms</b></p> <p><b>Human Geography:</b> the study of humans and how they interact with the natural world.</p> <p><b>Physical Geography:</b> the study of the natural world.</p> <p><b>Weather:</b> short term conditions in the atmosphere</p> <p><b>Climate:</b> long term conditions in the atmosphere</p> <p><b>Climate Change:</b> Long-term shifts in temperatures and weather patterns</p> <p><b>Greenhouse gases:</b> methane, carbon dioxide, water vapour</p>	<p><b>Week 2: greenhouse effect</b></p> <p><b>Greenhouse effect:</b> Greenhouse gases trap thermal energy from escaping into the Earth's atmosphere and return some it back to Earth.</p> 	<p><b>Week 3: human vs natural causes of climate change</b></p> <p><b>Human causes of climate change</b></p> <ul style="list-style-type: none"> <li>• Daily activities, burning fossil fuels</li> <li>• Rising population</li> <li>• Methane emissions from agriculture</li> </ul> <p><b>Natural causes of climate change</b></p> <ul style="list-style-type: none"> <li>• Super volcanic eruptions</li> <li>• Changes in the Earth's orbit</li> <li>• Changes in solar activity and radiation</li> </ul>
<p><b>Week 4: evidence of climate change</b></p> <p><b>Permafrost:</b> Areas of land that remains below 0° from a minimum of 2 years.</p> <p><b>We have scientific evidence that permafrost is melting in Siberia, temperatures of 45° were recorded in 2022.</b></p> <p>Permafrost is a huge carbon store, melting it will increase the CO2 levels in the atmosphere, enhancing the greenhouse effect.</p> <p>Permafrost melting will also rise sea levels and have major impacts on ecosystems.</p> <p><b>In 2022, the Earth's temperatures were 1.11° higher than 1900.</b></p>	<p><b>Week 5: climate change threatening the UK</b></p> <p><b>The UK government has identified four main risks;</b></p> <ul style="list-style-type: none"> <li>• Increased flooding due to intense, heavy precipitation overloading rivers.</li> <li>• Wet winters will be x5 more likely, adding to the flood risk.</li> <li>• Coastal flooding due to rising sea levels.</li> <li>• UK summers experiencing periods of drought.</li> </ul> <p>Temperatures in the UK have risen by 1° since 1970.</p>	<p><b>Week 6: global threats of climate change</b></p> <ul style="list-style-type: none"> <li>• Parts of The Middle East will become inhabitable due to droughts, lack of resources and increasing temperatures.</li> <li>• Risk of conflict and war due to scarcity of resources.</li> <li>• The Western Sahel will be dominated by desertification and become absorbed by the increasing Sahara Desert.</li> <li>• Increased urbanisation as rural land is subject to desertification and becomes infertile.</li> </ul>


History	How has migration shaped Britain?	Year 9 Term 1
<p><b>Week 1: key terms</b></p> <p><b>empire:</b> a collection of countries, ruled over by one leading country</p> <p><b>immigrant:</b> people who move into a country, usually for work. They may settle temporarily or permanently.</p> <p><b>agriculture:</b> farming</p> <p><b>tax:</b> an amount of money ordinary people have to pay, imposed by the government or monarchy</p> <p><b>significance:</b> how we measure the importance or value of an event, person or place.</p>	<p><b>Week 2:</b> early migration to Britain</p> <p><b>hunter-gatherer:</b> a person who lives by gathering or hunting their food.</p> <p><b>tribes:</b> a social group made up of families or communities linked by social, economic, or religious similarities.</p> <p><b>43 CE– 401CE:</b> The Romans arrive from Italy and conquer the British tribes. They stay and rule for over 400 years.</p> <p><b>401 CE onwards:</b> Romans leave Britain, the British are invaded by new tribes from Denmark and northern Germany who are looking for a better climate and good farmland. These tribes are the Angles and the Saxons.</p> <p><b>790CE:</b> the people of Scandinavia (Norway, Denmark and Sweden) began to explore, raid invade. They are called the Vikings.</p>	<p><b>Week 3:</b> The Vikings</p> <p><b>Danelaw:</b> part of northern and eastern England, occupied and controlled by the Danes.</p> <p><b>The Vikings invaded Britain for 4 reasons:</b></p> <p><b>agricultural reasons:</b> Farming, Britain had fertile land.</p> <p><b>economic reasons:</b> Money, they knew of AngloSaxon wealth.</p> <p><b>political reasons:</b> Laws and leaders. Anglo-Saxon power struggles.</p> <p><b>Valhalla:</b> Heaven. They believed bravery in battle would allow them to reach Valhalla.</p>
<p><b>Week 4:</b> Alfred the Great</p> <p><b>burgh:</b> fortress or castle</p> <p><b>Alfred:</b> became King in 871. He ruled Wessex. He fought the Vikings who drove his army back to the Isle of Athelney.</p> <p>878 Alfred beat the Vikings at the Battle of Edington.</p> <p><b>Consequences:</b></p> <ul style="list-style-type: none"> <li>- Viking King, Guthrum, had to become a Christian</li> <li>- Vikings had to agree not to attack Wessex again</li> <li>- Alfred built Burghs to strengthen England's defences—invasions were no longer easy</li> <li>- Other Kingdoms acknowledged Alfred as the 'overlord'</li> <li>- Anglo-saxons began to call themselves Angelcynn (English)</li> </ul>	<p><b>Week 5:</b> The Hundred Years wars</p> <p><b>The Hundred Years War:</b> 1337– 1453 Territory in France was fought over.</p> <p><b>Issues over nationality</b></p> <ul style="list-style-type: none"> <li>- Edward's grandfather had been King of France. He thought he had a better claim than the current French King.</li> </ul> <p><b>Economic issues</b></p> <ul style="list-style-type: none"> <li>- France threatened to take over Gascony, which Britain grew wine and made a profit from tax on in England.</li> </ul> <p><b>Political Issues</b></p> <ul style="list-style-type: none"> <li>- Edward was fighting with Scotland at this time. The French promised to help the Scots.</li> <li>- Edward saw the battle as a way of proving his strength</li> </ul>	<p><b>Week 6:</b> The Hundred Years wars- consequences</p> <p><b>territory:</b> Land. Britain lost most of its territory in France, except for the tiny area around Calais.</p> <p><b>dysentery:</b> A disease impacting the intestines, many of the English died from dysentery.</p> <p><b>united:</b> Joined together. France became united due to a great number of powerful French nobles died. As a result the French King became more powerful.</p> <p><b>nationalism:</b> Strong feeling of loyalty or devotion towards your country. French nationalism increased.</p> <p><b>England began to set itself 'apart' from the rest of Europe.</b></p>

Religious Studies	Islamic beliefs and practices	Year 9	Term 1
<p><b>Week 1: Prophet Ibrahim</b></p> <p><b>Key beliefs in Islam:</b></p> <ul style="list-style-type: none"> <li>• Followers of Islam are called Muslims.</li> <li>• Muslims worship in a <b>Mosque</b> and follow the teachings of their holy book, the Qur'an.</li> <li>• Islam is a <b>monotheistic</b> religion – they believe in one true God, Allah.</li> </ul> <p><b>Abrahamic Religions:</b> because Judaism, Christianity, and Islam all recognize Abraham as their first prophet, they are also called the Abrahamic religions.</p>	<p><b>Week 2: Prophet Muhammad</b></p> <p><b>Prophet Muhammad:</b> Muhammad was the final Prophet of Islam—the ‘seal of the Prophets’. He was sent to spread Allah’s messages and show the ideal human behaviour.</p> <p><b>Prophet:</b> Muslims believe that Prophets are individuals who were sent by God to spread the message of Islam on Earth and to show ideal human behaviour.</p> <p><b>Makkah:</b> the holy City in Islam located in Saudi Arabia. Where the Qur’an was revealed.</p> <p><b>revelation:</b> the divine or supernatural disclosure to humans of something relating to human existence.</p>	<p><b>Week 3: the Qur’an</b></p> <p><b>Qur’an:</b> The Qur’an is the Islamic holy book which contains many teachings and laws for Muslims to follow.</p> <ul style="list-style-type: none"> <li>• The Qur’an is treated with a great amount of respect as it is the word of God.</li> <li>• Muslims will perform <b>wudu</b> (washing) before worshipping using the Qur’an.</li> <li>• Kept on the highest shelf as a mark of respect.</li> <li>• Muslims will memorise the Qur’an to become a <b>Hafiz</b>.</li> <li>• Muslims will not eat, drink or speak when the Qur’an is being read.</li> </ul>	
<p><b>Week 4: Sunni and Shi’a</b></p> <p><b>Sunni:</b> The Sunni leader, called the Caliph, should be elected. Sunni Muslims believe that <b>Abu Bakr</b>, Muhammad’s advisor and close friend, was the rightful leader after his death.</p> <p><b>Shi’a:</b> Shia Muslims believed that Muhammad had named his cousin <b>Ali</b> as his successor. Ali and his supporters thought that the true leader (called the Imam) had to be a descendent of Muhammad and chosen by God. Each Imam would identify the next one before he died. Ali’s claims to be leader were ignored by many Muslims.</p>	<p><b>Week 5: Sunni and Shi’a</b></p> <p><b>denomination:</b> a particular denomination is a particular religious group which has slightly different beliefs from other groups within the same faith.</p> <p><b>Sunnah:</b> the Sunnah are writings about Muhammad's way of life. They give guidance on how to live as a Muslim. Question.</p>	<p><b>Week 6: Shahadah</b></p> <p><b>The Shahadah</b> is the declaration of faith or the key statement of belief of Muslims. Muslims are expected to know the declaration of faith.</p> <p><b>For Sunni</b> Muslims the Shahadah is: "There is no God but Allah and Muhammad is the Prophet of Allah."</p> <p><b>Shi’a</b> Muslims add an extra phrase to the Shahadah: "And Ali is the friend of God."</p>	

PSHE	Health and Wellbeing	Year 9 Term 1
<p><b>Week 1: consent</b></p> <p><b>consent:</b> permission for something to happen or agreement to do something.</p> <p>Consent should be clear when given, signs of consent can be:</p> <ul style="list-style-type: none"> <li>• verbal consent</li> <li>• non-verbal consent</li> </ul> <p><b>non-verbal consent:</b> there are ways to show a willingness to give consent without using words. Examples of giving nonverbal consent may include: Head nod. Thumbs up.</p> <p><b>verbal consent:</b> when a person verbally agrees.</p>	<p><b>Week 2: fertility</b></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 cease.</p> <p>Lots of people suffer from infertility and need treatment. Remember 1 in 6 people will experience fertility problems.</p>	<p><b>Week 3: self-checking and screening</b></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>Cancer sometimes begins in one part of the body before spreading to other areas.</p> <p>There are more than 200 different types of cancer, and each is diagnosed and treated in a particular way.</p> <p><b>chemotherapy:</b> the treatment of disease by the use of chemical substances.</p> <p><b>BSE:</b> breast Self-Examination</p> <p><b>TSE:</b> testicular Self Examination</p>
<p><b>Week 4: honour-based violence</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>types of honour-based violence:</b></p> <ul style="list-style-type: none"> <li>• forced marriage</li> <li>• domestic abuse</li> <li>• Threatening behaviour etc.</li> </ul> <p><b>forced Marriage:</b> forced marriage is where one or both people do not or cannot consent to the marriage and pressure or abuse is used to force them into the marriage.</p>	<p><b>Week 5: radicalisation</b></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> <p><b>terrorism:</b> the unlawful use of violence and intimidation to bring about political or social change.</p> <p>Those who join radical organisations are often subject to push, pull and personal factors which make them vulnerable to organisations who try and recruit them.</p>	<p><b>Week 6: domestic violence</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>financial abuse:</b> controlling access to money or resources. They might take wages, stop someone working, or put a person in debt.</p> <p><b>emotional abuse:</b> when an abuser uses words and language that are targeted to cause upset or distress to the person. This can be constant.</p> <p><b>physical abuse:</b> not only hitting. They might restrain or throw objects. They might pinch or shove a person and claim it’s a ‘joke’.</p>

Music	Musical Theatre	Year 9 Term 1
<b>Week 1:</b> types of musicals	<b>Week 2:</b> roles in musical theatre	<b>Week 3:</b> composers and their musicals
<p><b>Musical Theatre:</b> a genre of drama in which singing and dancing play an essential part.</p> <p><b>number:</b> an item in a music production, be it a solo song, dance or chorus.</p> <p><b>book musical:</b> driven by a clear plot and original songs e.g. Les Miserables</p> <p><b>jukebox musical:</b> more focused on songs by one band or artist which are linked by a plot, e.g. We Will Rock you (Queen) and Mamma Mia! (ABBA).</p>	<p><b>Director:</b> responsible for all creative and artistic decisions in the production.</p> <p><b>Producer:</b> plans and coordinates all logistical aspects of a production.</p> <p><b>Choreographer:</b> responsible for telling the story through dance.</p> <p><b>Musical Director:</b> oversees all musical aspects of the production.</p>	<p><b>Cole Porter:</b> 1891 – 1964, Anything Goes, Kiss me Kate</p> <p><b>Rodgers &amp; Hammerstein:</b> 1895 – 1960, The Sound of Music, Oklahoma.</p> <p><b>Leonard Bernstein:</b> 1918 – 1990, West Side Story.</p> <p><b>Andrew Lloyd Webber:</b> 1948 – present, Cats, Phantom of the Opera.</p> <p><b>Lin-Manuel Miranda:</b> 1980 – present, Hamilton, In the Heights.</p>
<b>Week 4:</b> describing musicals	<b>Week 5:</b> musical films and modern-day musicals	<b>Week 6:</b> notation
<p><b>Dance Break:</b> included in a song for a dance routine.</p> <p><b>libretto:</b> the words and lyrics to a musical.</p> <p><b>word painting:</b> often used where the music reflects the words</p> <p><b>sung-through:</b> a musical where all the dialogue is sung.</p> <p><b>hook:</b> a line of the song that sticks in the audience's head.</p> <p><b>triple threat:</b> someone who can sing, dance and act.</p> <p><b>overture:</b> the music to open the show, a mix of the best songs.</p>	<p><b>musical films:</b> an adaptation of a musical into a film. Hairspray, Billy Elliot, Mamma Mia.</p> <p><b>Hamilton:</b> Written and composed by Lin-Manuel Miranda, premiered in 2015, incorporated lots of hip-hop and R&amp;B elements.</p>	<p><b>treble clef:</b> a clef placing G above middle C on the second-lowest line of the staff. On piano, play with your right hand.</p> <p><b>bass clef:</b> a clef placing F below middle C on the second-highest line of the staff. On piano, play with your left hand.</p> <p><b>sharp:</b> raises the pitch of a note by a semitone. On piano, play the black note to the right.</p> <p><b>flat:</b> lowers the pitch of a note by a semitone. On piano, play the black note to the left.</p> <p><b>Natural:</b> cancels out previous accidentals like sharps and flats.</p>

Computing	Python	Year 9 Term 1
<p><b>Week 1:</b> setting up an online account</p> <p><b>interpreter:</b> a program which translates high level language code to machine code and executes it</p> <p><b>program execution:</b> one of the actions performed by an interpreter</p> <p><b>programming environment:</b> the tools a human uses to create programs</p>	<p><b>Week 2:</b> error handling</p> <p><b>syntax error:</b> an error that has occurred because the programmer has not followed the rules of the programming language they're using</p> <p><b>logical error:</b> when a program does not behave in the way that it should, even though the programmer has followed the rules of the language</p>	<p><b>Week 3:</b> expressions</p> <p><b>arithmetic expression:</b> a mathematical operation, for example, 10+5</p> <p><b>comparison operator:</b> used to compare two expressions</p> <p><b>string literal:</b> a sequence of characters, for example "Hello world"</p>
<p><b>Week 4:</b> conditions</p> <p><b>argument:</b> data that you give to a subroutine to help it perform its task</p> <p><b>condition:</b> a boolean expression being used to make a decision</p> <p><b>increment:</b> increase a number by 1</p> <p><b>decrement:</b> decrease a number by 1</p>	<p><b>Week 5:</b> lists</p> <p><b>list:</b> a data structure which is usually used to store similar items</p> <p><b>index:</b> the position of an item in a list</p> <p><b>boolean:</b> a data type which can take two possible values: true or false</p>	<p><b>Week 6:</b> iteration</p> <p><b>count-controlled iteration:</b> can be used to repeat a section of code a predetermined number of times</p> <p># Example 1 - Iterating over a list for item in myShoppingList:     print(item)</p> <p># Example 2 - Using range to count to 10 for count in range(0, 11, 1):     print(count)</p>

Art	Key Concepts	Year 9 Term 1
<p><b>Week 1:</b> art history – The Great Wave Off Kanagawa</p> <ul style="list-style-type: none"> <li>The Great Wave off Kanagawa is a woodblock print by Japanese ukiyo-e artist Hokusai</li> <li>created in late 1831 during the Edo period of Japanese history.</li> <li>The print depicts three boats moving through a storm-tossed sea, with a large wave forming a spiral in the centre and Mount Fuji visible in the background.</li> </ul>	<p><b>Week 2:</b> art history – Hokusai</p> <ul style="list-style-type: none"> <li><b>Hokusai is widely recognized as one of Japan's greatest artists</b>, having modernized traditional print styles through his innovations in subject and composition.</li> <li><b>His work celebrated Japan</b> as a unified nation, depicting a diversity of landscapes and activities linked by shared symbols and stories.</li> <li><b>Hokusai's last words were recorded as follows:</b> 'If heaven will extend my life by ten more years...' then, after a pause, 'If heaven will afford me five more years of life, then I'll manage to become a true artist</li> </ul>	<p><b>Week 3:</b> visual - The Great Wave Off Kanagawa</p> 
<p><b>Week 4:</b> art careers- Makeup artist</p> <p>Make-up artists apply make-up and style hair for people appearing on camera or in front of a live audience.</p> <p><b>ANNUAL SALARY</b> Variable – average £30k</p>	<p><b>Week 5:</b> conceptual art – Baroque</p> <ul style="list-style-type: none"> <li>The period between the Renaissance and Baroque periods is sometimes called Mannerism.</li> <li>The later part of the Baroque period is often called the Rococo period.</li> <li>The Roman Catholic Church encouraged the Baroque movement in art and architecture as a response to the Protestant Reformation.</li> </ul>	<p><b>Week 6:</b> medium - digital art</p> <p>Digital art is a term used to describe art that is made or presented using digital technology.</p> <p><b>Types of Digital Art</b></p> <ol style="list-style-type: none"> <li>Digital Painting and Drawing.</li> <li>Vector Art. ...</li> <li>3D modelling. ...</li> <li>3D sculpting. ...</li> <li>Matte Painting and Photomanipulation. ...</li> <li>Pixel art. ...</li> <li>2D animation. ...</li> <li>3D animation.</li> </ol>



# 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.

Week 1: Prokaryotes and Eukaryotes	Week 2: Magnification	Week 3: DNA																																																																																
Compare an animal cell to a bacterial cell. <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	A cell has an actual size of 2 $\mu$ m and the image is 30mm. Calculate the magnification of the cell. <table border="1"><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>																																																																																	Which genetic characteristics in organisms are inherited? Think about both plants and animals. <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Week 4: Enzymes	Week 5: Respiration	Week 6: Photosynthesis																																																																																
Explain what happens to amylase when it enters the stomach. <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Compare aerobic respiration to anaerobic respiration. <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Explain how the concentration of carbon dioxide can affect the rate of photosynthesis. <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>																																																																																

French	Ma vie scolaire	Year 9 Term 1																								
<p><b>Week 1: Les rapports - relationships</b></p> <p><i>This section includes prior knowledge from Y7 T3.</i></p> <p><b>Match up the vocabulary:</b></p> <table border="0"> <tr> <td>je m'entends bien</td> <td>I argue</td> </tr> <tr> <td>je m'entends mal</td> <td>I have fun</td> </tr> <tr> <td>je me dispute</td> <td>I get on well</td> </tr> <tr> <td>je m'amuse</td> <td>I get angry</td> </tr> <tr> <td>je me fâche</td> <td>I get on badly</td> </tr> </table> <p><b>Mon, ma, mes are all types of: (circle the correct answer)</b></p> <p>Nouns / possessive adjectives / articles</p> <p><b>Translate the sentences into French:</b>  <i>e.g. I get on well with my teacher (f) of English</i>  <i>Je m'entends bien avec ma prof d'anglais.</i></p> <p>I get on badly with my teacher (m) of maths.  <hr/></p> <p>I argue with my teacher (f) of French.  <hr/></p> <p>I get angry with my teacher (m) of science.  <hr/></p> <p>I have fun with my teacher (f) of history.  <hr/></p>	je m'entends bien	I argue	je m'entends mal	I have fun	je me dispute	I get on well	je m'amuse	I get angry	je me fâche	I get on badly	<p><b>Week 2: Reflexive verbs</b></p> <p><b>Fill in the gaps:</b>  A reflexive verb is a verb that when you look it up in the dictionary, the _____ has ____ in front of it. The 'se' is called the _____ pronoun. When we conjugate the verb, the 'se' changes depending on ____ is doing the action.</p> <p><b>Complete the table:</b></p> <table border="1"> <thead> <tr> <th>Pronoun</th> <th></th> </tr> </thead> <tbody> <tr> <td>je</td> <td>____ / ____</td> </tr> <tr> <td>tu</td> <td>te / t'</td> </tr> <tr> <td>____ / ____</td> <td>se/s</td> </tr> <tr> <td>nous</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>vous</td> </tr> <tr> <td>ils / _____</td> <td>____ / ____</td> </tr> </tbody> </table> <p><b>There is one error in the French translation. Correct the translation in French:</b></p> <p>He has fun = je s'amuse.</p> <p>She gets angry = elle me fâche</p> <p>They (m) argue = ils nous disputent</p> <p>We get on badly = Vous nous entendons mal</p>	Pronoun		je	____ / ____	tu	te / t'	____ / ____	se/s	nous	_____	_____	vous	ils / _____	____ / ____	<p><b>Week 3: Pourquoi?</b></p> <p><i>This section includes prior knowledge from Y7 T2.</i></p> <p><b>Translate the sentences into English:</b></p> <ol style="list-style-type: none"> <li>Je m'entends bien avec ma sœur parce qu'elle me comprend.  <hr/>  <hr/></li> <li>Je me dispute avec mon père parce qu'il se fâche facilement.  <hr/>  <hr/></li> <li>J'adore ma mère parce qu'elle m'encourage.  <hr/>  <hr/></li> <li>Je m'amuse avec mon frère parce qu'il me fait rire.  <hr/>  <hr/></li> </ol> <p><b>Now write your own example in French, describe your relationship with someone and include why.</b>  <hr/>  <hr/></p>
je m'entends bien	I argue																									
je m'entends mal	I have fun																									
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nous	_____																									
_____	vous																									
ils / _____	____ / ____																									

# French

# Ma vie scolaire

# Year 9

# Term 1

## Week 4: L'imparfait

*This section includes prior knowledge from Y7 and Y8.*

Complete the grid:

Infinitive	Imperfect tense	English
avoir		
		I used to go
		I was
	je faisais	
jouer		
		I used to sing
	je participais	

Translate the sentences into English:

Je faisais de la natation.

\_\_\_\_\_

Je jouais au foot.

\_\_\_\_\_

J'avais un chien.

\_\_\_\_\_

## Week 5: La conjugation

Write a summary of the imperfect tense. Ensure you use all the key words in the word bank to help you.

past tense	used to do	repeated
description	two parts	pronoun

Complete the verb endings table:

Je		tu	
Il / elle		nous	
vous		ils / elles	

Take the verb *aller*, complete the full conjugation in the imperfect tense.

j'allais tu \_\_\_\_\_

il / elle \_\_\_\_\_ nous \_\_\_\_\_

vous \_\_\_\_\_ ils / elles \_\_\_\_\_

## Week 6: Les opinions

*This section includes prior knowledge from Y7 and Y8.*

Unjumble the translations.

*I believe that it is really stressful.*

que / vraiment / je / stressant / crois / c'est

\_\_\_\_\_

*Personally, it is not complicated.*

pas / compliqué / ce / personnellement / n'est

\_\_\_\_\_

*I reckon that it was quite useful.*

c'était / que / utile / j'estime / assez

\_\_\_\_\_

According to me it was not very fascinating.

moi / ce / fascinant / très / selon / pas / n'était

\_\_\_\_\_

<b>Geography</b>	<b>Climate change or climate crisis?</b>	<b>Year 9</b>	<b>Term 1</b>
<b>Week 1:</b> quiz it	<b>Week 2:</b> self-quiz it	<b>Week 3:</b> quiz it	
<p>Use the information from week 1 to complete the questions below.  <i>This section also includes prior knowledge</i></p> <ol style="list-style-type: none"> <li>1. What is human geography?</li>   <li>2. How is physical geography different to human geography?</li>   <li>3. What is climate and how is it different to weather?</li>   <li>4. Define climate change</li> </ol>	<p>Use the information from week 2 to create 5 of your own quiz questions- you must also write the answers.</p>	<p>Use the information from week 3 to complete the questions below.  <i>This section also includes prior knowledge</i></p> <ol style="list-style-type: none"> <li>1. List 2 human causes of climate change</li>   <li>2. List 2 natural causes of climate change</li>   <li>3. What is a volcano?</li>   <li>4. What other impacts are caused by a rising population?</li> </ol>	

<b>Geography</b>	<b>Climate change or climate crisis?</b>	<b>Year 9</b>	<b>Term 1</b>
<b>Week 4:</b> self-quiz it	<b>Week 5:</b> quiz it	<b>Week 6:</b> quiz it	
<p>Use the information from week 4 to create 5 of your own quiz questions- you must also write the answers.</p>	<p>Use the information from week 5 to complete the questions below.  <i>This section also includes prior knowledge</i></p> <ol style="list-style-type: none"> <li>1. Why is coastal flooding occurring?</li>   <li>2. How have temperatures changed since 1970?</li>   <li>3. How have rivers changed due to precipitation?</li> </ol>	<p>Use the knowledge from week 6 and the key writing skills to answer the question below.</p> <p><b>What are the biggest threats of climate change?</b>  <i>Include a modal adverb and a specific example</i></p>	

<b>History</b>	<b>History of Migration</b>	<b>Year 9 Term 1</b>
<b>Week 1:</b> quiz it	<b>Week 2:</b> self-quiz it	<b>Week 3:</b> quiz it
<p>Use the information from week 1 to complete the questions below. <i>This section also includes prior knowledge</i></p> <ol style="list-style-type: none"><li>1. What is an empire?</li> <li>2. Define significance</li> <li>3. What is a tax?</li> <li>4. Define agriculture</li></ol>	<p>Use the information from week 2 to create 5 of your own quiz questions- you must also write the answers.</p>	<p>Use the information from week 3 to complete the questions below. <i>This section also includes prior knowledge</i></p> <ol style="list-style-type: none"><li>1. What was the Danelaw?</li> <li>2. Define Valhalla</li> <li>3. What does economic mean?</li> <li>4. What does social mean?</li></ol>

History	History of Migration	Year 9 Term 1
<p><b>Week 4:</b> self-quiz it</p>	<p><b>Week 5:</b> quiz it</p>	<p><b>Week 6:</b> quiz it</p>
<p>Use the information from week 4 to create 5 of your own quiz questions- you must also write the answers.</p>	<p>Use the information from week 5 to complete the questions below.  <i>This section also includes prior knowledge</i></p> <ol style="list-style-type: none"> <li>1. When was The Hundred Years War?</li>   <li>2. What time period was The Hundred Years War in? <ul style="list-style-type: none"> <li>A. Medieval</li> <li>B. Early Modern</li> <li>C. Industrial</li> </ul> </li>   <li>3. What does political mean?</li>   <li>4. Explain an economic issue connected to The Hundred Years War</li> </ol>	<p>Use the knowledge from week 6 and the key writing skills to answer the question below.</p> <p><b>What was the most significant consequence of The Hundred Year war?</b>  <i>Include a modal adverb and SPED in your response</i></p>



Music	Musical Theatre	Year 9 Term 1
<p><b>Week 1:</b> types of musicals</p> <ol style="list-style-type: none"> <li>1. Define musical theatre.</li> <li>2. What is a number?</li> <li>3. Describe the difference between a book musical and a jukebox musical.</li> </ol>	<p><b>Week 2:</b> roles in musical theatre</p> <ol style="list-style-type: none"> <li>1. Who is responsible for the dance in a musical?</li> <li>2. Who is responsible for the musical aspects of a production?</li> <li>3. Who plans and coordinates all the logistical aspects of a production?</li> <li>4. Who makes all the creative and artistic decisions in a production?</li> </ol>	<p><b>Week 3:</b> composers and their musicals</p> <ol style="list-style-type: none"> <li>1. Who wrote Cats?</li> <li>2. Who composed Hamilton?</li> <li>3. Name a show that Rodgers &amp; Hammerstein wrote.</li> </ol>
<p><b>Week 4:</b> describing musicals</p> <ol style="list-style-type: none"> <li>1. What is the word used to describe how the music reflects the words of a number?</li> <li>2. What is the name of a musical where all the dialogue is sung?</li> <li>3. What is the name for the words and lyrics in a musical?</li> <li>4. Describe a hook.</li> <li>5. What is the music called to open a show?</li> </ol>	<p><b>Week 5:</b> musical films and modern-day musicals</p> <ol style="list-style-type: none"> <li>1. Name a musical film.</li> <li>2. What style of music did composer Lin-Manuel Miranda incorporate into his show Hamilton?</li> </ol>	<p><b>Week 6:</b> notation</p> <ol style="list-style-type: none"> <li>1. What hand do you use to play notes on the Treble Clef?</li> <li>2. A sharp _____ the pitch of a note.</li> <li>3. A flat _____ the pitch of a note.</li> <li>4. What hand do you use to play notes on the Bass Clef?</li> <li>5. On the piano, you play the sharp by playing the black note to the _____.</li> <li>6. On the piano, you play the sharp by playing the black note to the _____.</li> </ol>

Art	Key Concepts	Year 9 Term 1
<b>Week 1:</b> artwork – The Great Wave Off Kanagawa	<b>Week 2:</b> art history – Hokusai,	<b>Week 3:</b> visual - The Great Wave Off Kanagawa
Create a <b>mini mind map</b> based on what you know about <b>The Great Wave Off Kanagawa</b> .	Create a <b>mini mind map</b> based on what you know about the <b>Hokusai</b> .	Describe <b>The Great Wave off Kanagawa</b> , based on the source material provided.
<b>Week 4:</b> art careers- Makeup Artist	<b>Week 5:</b> conceptual art – Baroque	<b>Week 6:</b> medium - Digital Art
Define what a <b>Make Up Artist</b> does?	How could you link Baroque to our YR8 art theme <b>'Our World'</b> ?  <i>Think about the theme of 'Our Planet', animals &amp; places then consider how the <b>The Great Wave Off Kanagawa</b> could be used to create your own unique piece of work...</i>	Create a question about <b>Digital Art</b> , which you might ask someone in your art group?

