

# Knowledge Organiser

## Year 9 Term 4

<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>generic:</b> not specific.</p> <p><b>introspection:</b> reflective self-examination and exploration of thoughts and emotions.</p> <p><b>realm:</b> a field or domain of activity or interest.</p> <p><b>scepticism:</b> doubt as to the truth of something.</p> <p><b>plausibility:</b> the quality of seeming reasonable or probable.</p>	<p><b>soliloquy:</b> when a character speaks their thoughts aloud in an extended speech to themselves or the audience.</p> <p><b>amplification:</b> expanding upon a word or phrase to clarify, emphasise, or add detail.</p> <p><b>meticulously:</b> very thoroughly.</p> <p><b>versatile:</b> able to adapt or be adapted.</p> <p><b>non-diegetic:</b> sound that doesn't exist in the play itself.</p>	<p><b>allusion:</b> an indirect reference to something else outside of the text.</p> <p><b>atmosphere:</b> the overall mood of a text.</p> <p><b>captivating:</b> capable of attracting and holding interest.</p> <p><b>consciousness:</b> the state of being aware of and responsive to one's surroundings.</p> <p><b>juxtaposition:</b> two things being seen or placed close together with contrasting effect.</p>	<p><b>denouement:</b> when the strands of the story are brought together and resolved.</p> <p><b>foreshadowing:</b> when the writer hints at something that will happen later in the story.</p> <p><b>vulnerable:</b> exposed to the possibility of being attacked or harmed. In the need of special care.</p> <p><b>merciless:</b> having or showing no mercy.</p> <p><b>spontaneous:</b> happening or done in a natural, sudden way without planning.</p>	<p><b>interiority:</b> a character's thoughts, feelings, reactions, and inner struggles.</p> <p><b>crucially:</b> with decisive or vital importance.</p> <p><b>triumph:</b> a great victory or achievement.</p> <p><b>myriad:</b> a countless or extremely great number of people or things.</p> <p><b>pyrotechnics:</b> stage fireworks</p>	<p><b>realism:</b> a way of thinking and acting based on facts and what is possible.</p> <p><b>minimalist:</b> someone who takes as little action or shows as little involvement in a situation as possible.</p> <p><b>abstract:</b> existing only in mind. Not representing external reality.</p> <p><b>disguised:</b> to give a new appearance to a person or thing.</p> <p><b>stimulus:</b> anything which suggests ideas which can be developed into a drama.</p>



# Look

Look at the information carefully.

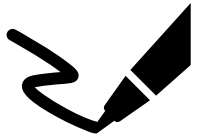
Read it three times.

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**.

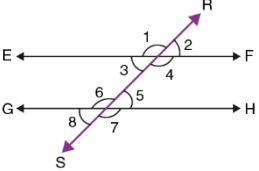
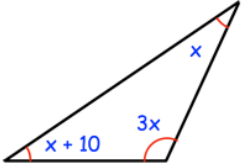
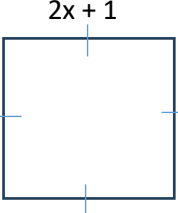
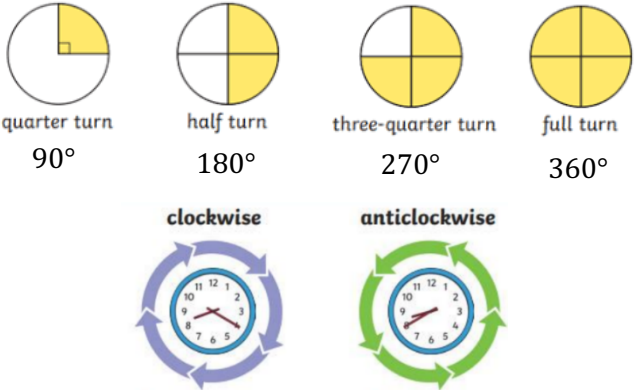
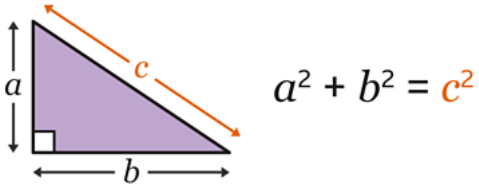
**Repeat.**

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



# Correct

English	Theatre Writing	Year 9 Term 4
<p><b>Week 1: metaphor</b></p> <p><b>loaded vehicle:</b> a metaphor where the choice of vehicle has powerful connotations for the reader.</p> <p><b>universal symbolism:</b> symbolism that is frequently found in literature and art which almost always implies the same ideas.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p><b>generic symbol:</b> light in general is a universal symbol which often represents goodness, truth, or power.</p> </div> <div style="text-align: center;">  <p><b>specific symbol:</b> sunrise is a universal symbol which often represents: the triumph of good over evil; new beginnings or new life.</p> </div> </div>	<p><b>Week 2: dialogue and sentence structure</b></p> <p><b>fragmentation:</b> a sentence that is not complete because it is missing either a subject, a verb or both.</p> <p><b>modification:</b> changing the quality of words by using extra information, usually adjectives and adverbs.</p> <p><b>expansion:</b> when you make a sentence longer by adding additional phrases or clauses.</p> <p><b>precise nouns/verbs:</b> using specific words to show exactly what it is you are describing, e.g., 'Ferrari' instead of 'car'. 'Staggered' instead of 'walked'.</p>	<p><b>Week 3: devices</b></p> <p><b>flaw:</b> a character's notable weakness that a writer can take advantage of to create drama.</p> <p><b>motivation:</b> what drives a character; the goal for which they are aiming which informs how they behave.</p> <p><b>universal human truth:</b> an idea or experience that can be understood by anyone, anywhere, in any period of history.</p> <p><b>allusion:</b> an indirect reference to something else outside of text, for example the bible, mythology, or other stories.</p>
<p><b>Week 4: theatre</b></p> <p><b>suspension of disbelief:</b> understanding that what you are watching is not real but engaging with it as if it is.</p> <p><b>dialogue:</b> when two or more characters are speaking on stage.</p> <p><b>dramatic irony:</b> the tension created when the audience knows something that the characters do not.</p> <p><b>parallel action/scenes:</b> when separate but connected things are happening onstage at the same time.</p> <p><b>soliloquy:</b> when a character speaks their thoughts aloud in an extended speech to themselves or the audience.</p> <p><b>aside:</b> when a character briefly steps out of the action of the play to talk to the audience.</p>	<p><b>Week 5: vocabulary</b></p> <p><b>external conflict:</b> conflict or struggle which takes place between a character and an outside force.</p> <p><b>internal conflict:</b> when a character struggles with their own opposing desires or beliefs.</p> <p><b>introspection:</b> reflective self-examination and exploration of thoughts and emotions.</p> <p><b>foreshadowing:</b> when the writer hints at something that will happen later in the story.</p>	<p><b>Week 6: structure</b></p> <p><b>atmosphere:</b> the overall mood of a text, which is created by the writer's language choices.</p> <p><b>Freytag's pyramid</b></p> <p><b>exposition:</b> when key information is given about setting, character, or situation, usually at the start.</p> <p><b>rising action:</b> when there is a complication, and the tension starts to build.</p> <p><b>climax:</b> the most intense part of a story where the protagonist faces the central conflict head on.</p> <p><b>falling action:</b> when characters react to the climax and the writer starts to wrap the story up.</p> <p><b>denouement:</b> when the strands of the story are brought together and resolved, and any questions are answered.</p>

Maths	Geometry	Year 9 Term 4
<p><b>Week 1: core knowledge of angles</b></p> <p><b>adjacent:</b> next to or adjoining something</p> <p><b>interior angles of a triangle:</b> sum to 180 degrees.</p> <p><b>adjacent angles on a straight-line:</b> sum to 180 degrees.</p> <p><b>angles around a point:</b> sum to 360 degrees.</p> <p><b>parallel lines:</b> straight lines that remain a constant distance apart. EF and GH are parallel.</p>  <ul style="list-style-type: none"> <li>• <b>corresponding angles</b> = are equal.</li> <li>• <b>alternate angles</b> = are equal.</li> </ul>	<p><b>Week 2: deduction</b></p> <p><b>deduction:</b> means to apply facts to unknown situations to find an answer.</p>  <p><b>Example 1</b> I can deduce that <math>x + 10 + 3x + x = 180</math> because I know that angles in a triangle sum to 180 degrees.</p> <p><b>Example 2</b> I can deduce that <math>2x + 1 = x + 8</math> because I know the sides of a square are equal.</p> 	<p><b>Week 3: transformations</b></p> <p><b>transform:</b> to change the form or appearance of. In maths we can transform shapes in 4 ways.</p> <ul style="list-style-type: none"> <li>- Reflection</li> <li>- Rotation</li> <li>- Translation</li> <li>- Enlargement</li> </ul> <p><b>origin:</b> the coordinate (0, 0). The centre of a 4 quadrant Cartesian plane.</p> <p><b>invariant:</b> a point that does not move/change.</p>
<p><b>Week 4: rotation</b></p> <p><b>rotate:</b> means to turn.</p> <p><b>centre of rotation:</b> the point/coordinate we rotate around.</p>  <p>quarter turn 90°</p> <p>half turn 180°</p> <p>three-quarter turn 270°</p> <p>full turn 360°</p> <p>clockwise</p> <p>anticlockwise</p>	<p><b>Week 5: translation</b></p> <p>Beware! The mathematical meaning of translate/translation is different to the general definition.</p> <p><b>translate:</b> means to move a shape left/right, up/down. The shape looks exactly the same but has moved positions. (It is not flipped or rotated.)</p> <p><b>vector:</b> tells us how to move a shape. It is in the form <math>\begin{pmatrix} a \\ b \end{pmatrix}</math> where <math>a</math> is left/right (horizontal direction) and <math>b</math> is up/down (vertical direction)</p> <p><math>\begin{pmatrix} 3 \\ -7 \end{pmatrix}</math> means 3 to the right and 7 down.</p>	<p><b>Week 6: Pythagoras' Theorem</b></p> <p><b>Pythagoras' Theorem only applies to right angled triangles.</b></p> <p>Pythagoras Theorem states that: <b>The square of the longest side is equal to the sum of the square of the other 2 sides.</b></p>  <p><b>Hypotenuse:</b> the longest side. It is always opposite the right angle and labelled 'c'</p>

Week 1: Transport into and out of cells		Week 2: Osmosis Practical Investigation		Week 3: Transport & Exchange Surfaces	
<b>diffusion</b>	the net movement of particles from an area of high concentration to an area of low concentration.	<b>independent variable</b>	the part of the experiment that the scientist changes. In the osmosis practical this is the concentration of the sugar/salt solution	<b>surface area to volume ratio (SA:V)</b>	The surface of all the exterior (outside) surfaces of an object. Calculated as a ratio.
<b>passive</b>	a process that does not require energy, diffusion is a passive process	<b>dependent variable</b>	the part of the experiment that the scientist measures. In the osmosis practical this is the change in mass and length of the tissue	<b>exchange surface</b>	Simple unicellular organisms have a cell membrane that is their exchange surface.  Multicellular organisms, with a smaller surface area to volume ratio, have developed specialised exchange surfaces.
<b>concentration</b>	the number of particles in a given volume	<b>control variable</b>	the part of the experiment that the scientist keeps the same to ensure a fair test. In the osmosis practical this is the volume of the solution, the type of tissue and the time that the tissue is left in the solution for	<b>Features of Exchange Surfaces</b>	
<b>concentration gradient</b>	the difference in concentration between two regions	<b>vernier calliper</b>	A piece of equipment used to measure the distance between two opposite sides of a surface	<ol style="list-style-type: none"> <li>1. Large surface area to volume ratio.</li> <li>2. A short distance required for diffusion into and out of cells (e.g. a very thin cell membrane, structures such as the alveoli in the lungs and villi in the intestine are only 1 cell thick).</li> <li>3. A good network of blood capillaries to transport molecules to and from the exchange surface which maximises the exchange.</li> </ol>	
<b>active transport</b>	the net movement of particles from an area of low concentration to an area of high concentration using energy	<b>dilute salt solution</b>	A solution of salt and water with a high water potential		
<b>active</b>	a process that requires energy active transport is a process that requires energy	<b>concentrate salt solution</b>	A solution of salt and water with a low water potential		
<b>osmosis</b>	diffusion of water molecules from a region of high concentration to a region of low concentration through a selectively permeable membrane.				
<b>water potential</b>	the concentration of free water molecules  osmosis is the movement of water particles from a high water potential to a low water potential (dilute → concentrated).				



Week 4: The Heart and Blood Vessels	Week 5: Transport in Plants	Week 6: Elements, Compounds and Mixtures																		
<p><b>double circulatory system</b> a system in which the blood travels through the heart twice during each circuit of the body.</p>	<p><b>xylem</b> A vessel in plants that carries water and dissolved minerals from the root to the leaf of a plant.</p>	<p><b>element</b> An element is a pure substance that is listed in the periodic table and only has one type of atom in it.</p>																		
<p><b>atria / atrium</b> Top chamber of the heart. atria = singular / atrium = plural.</p>	<p><b>phloem</b> A vessel in plants that carries glucose around the plant to be used for respiration.</p>	<p><b>mixture</b> Mixtures are an impure substance made from different elements or compounds <u>mixed together</u> that are not chemically joined.</p>																		
<p><b>ventricle</b> Bottom chamber of the heart.</p>	<p><b>root hair cell</b> A specialised cell that has an increased surface area to allow the absorption of water in roots.</p>	<p><b>compound</b> Compounds are a pure substance made from more than one type of element chemically bonded together.</p>																		
<p><b>artery</b> A blood vessel that carries blood away from the heart.</p>	<p><b>translocation</b> The movement of glucose from the leaf to stores in the roots or to growing parts of a plant.</p>	<p><b>pure</b> A substance that consists of only one element or only one compound.</p>																		
<p><b>vein</b> A blood vessel that carries blood towards the heart.</p>	<p><b>transpiration</b> The loss of water from leaves by evaporation through the stomata.</p>	<p><b>relative atomic mass (A<sub>r</sub>)</b> The average mass of the atoms of an element compared with carbon-12.</p>																		
<p><b>capillary</b> A small blood vessel, every cell is close to a capillary so that diffusion can happen.</p>	<div data-bbox="801 837 1451 1396" data-label="Diagram"> </div>	<p><b>relative formula mass (M<sub>r</sub>)</b> To calculate the M<sub>r</sub> of a substance, you must add up the relative atomic masses of all the atoms present in the formula.</p>																		
<p><b>red blood cell</b> A component of blood that carries oxygen to cells.</p>		<p><b>Relative Formula Mass (M<sub>r</sub>) Calculations Table</b></p>																		
<p><b>white blood cell</b> A component of blood that defends the body against infection.</p>		<table border="1"> <thead> <tr> <th>Substance</th> <th>Atoms present</th> <th>M<sub>r</sub></th> </tr> </thead> <tbody> <tr> <td>Hydrogen (H<sub>2</sub>)</td> <td>2 × H</td> <td>(2 × 1) = 2</td> </tr> <tr> <td>Water (H<sub>2</sub>O)</td> <td>(2 × H) + (1 × O)</td> <td>(2 × 1) + 16 = 18</td> </tr> <tr> <td>Potassium Carbonate (K<sub>2</sub>CO<sub>3</sub>)</td> <td>(2 × K) + (1 × C) + (3 × O)</td> <td>(2 × 39) + 12 + (3 × 16) = 138</td> </tr> <tr> <td>Calcium Hydroxide (Ca(OH)<sub>2</sub>)</td> <td>(1 × Ca) + (2 × O) + (2 × H)</td> <td>40 + (2 × 16) + (2 × 1) = 74</td> </tr> <tr> <td>Ammonium Sulfate ((NH<sub>4</sub>)<sub>2</sub>SO<sub>4</sub>)</td> <td>(2 × N) + (8 × H) + (1 × S) + (4 × O)</td> <td>(2 × 14) + (8 × 1) + 32 + (4 × 16) = 132</td> </tr> </tbody> </table>	Substance	Atoms present	M <sub>r</sub>	Hydrogen (H <sub>2</sub> )	2 × H	(2 × 1) = 2	Water (H <sub>2</sub> O)	(2 × H) + (1 × O)	(2 × 1) + 16 = 18	Potassium Carbonate (K <sub>2</sub> CO <sub>3</sub> )	(2 × K) + (1 × C) + (3 × O)	(2 × 39) + 12 + (3 × 16) = 138	Calcium Hydroxide (Ca(OH) <sub>2</sub> )	(1 × Ca) + (2 × O) + (2 × H)	40 + (2 × 16) + (2 × 1) = 74	Ammonium Sulfate ((NH <sub>4</sub> ) <sub>2</sub> SO <sub>4</sub> )	(2 × N) + (8 × H) + (1 × S) + (4 × O)	(2 × 14) + (8 × 1) + 32 + (4 × 16) = 132
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<div data-bbox="224 1157 616 1468" data-label="Diagram"> </div>	<table border="1"> <thead> <tr> <th>Substance</th> <th>Atoms present</th> <th>M<sub>r</sub></th> </tr> </thead> <tbody> <tr> <td>Hydrogen (H<sub>2</sub>)</td> <td>2 × H</td> <td>(2 × 1) = 2</td> </tr> <tr> <td>Water (H<sub>2</sub>O)</td> <td>(2 × H) + (1 × O)</td> <td>(2 × 1) + 16 = 18</td> </tr> <tr> <td>Potassium Carbonate (K<sub>2</sub>CO<sub>3</sub>)</td> <td>(2 × K) + (1 × C) + (3 × O)</td> <td>(2 × 39) + 12 + (3 × 16) = 138</td> </tr> <tr> <td>Calcium Hydroxide (Ca(OH)<sub>2</sub>)</td> <td>(1 × Ca) + (2 × O) + (2 × H)</td> <td>40 + (2 × 16) + (2 × 1) = 74</td> </tr> <tr> <td>Ammonium Sulfate ((NH<sub>4</sub>)<sub>2</sub>SO<sub>4</sub>)</td> <td>(2 × N) + (8 × H) + (1 × S) + (4 × O)</td> <td>(2 × 14) + (8 × 1) + 32 + (4 × 16) = 132</td> </tr> </tbody> </table>	Substance	Atoms present	M <sub>r</sub>	Hydrogen (H <sub>2</sub> )	2 × H	(2 × 1) = 2	Water (H <sub>2</sub> O)	(2 × H) + (1 × O)	(2 × 1) + 16 = 18	Potassium Carbonate (K <sub>2</sub> CO <sub>3</sub> )	(2 × K) + (1 × C) + (3 × O)	(2 × 39) + 12 + (3 × 16) = 138	Calcium Hydroxide (Ca(OH) <sub>2</sub> )	(1 × Ca) + (2 × O) + (2 × H)	40 + (2 × 16) + (2 × 1) = 74	Ammonium Sulfate ((NH <sub>4</sub> ) <sub>2</sub> SO <sub>4</sub> )	(2 × N) + (8 × H) + (1 × S) + (4 × O)	(2 × 14) + (8 × 1) + 32 + (4 × 16) = 132	
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French		La technologie.	Year 9	Term 4
<b>Week 1:</b> Sentence starters		<b>Week 2:</b> The pronoun 'y'		<b>Week 3:</b> Verb phrases
<b>c'est vrai que...</b>	it is true that...	<b>j'y suis accro</b>	I am addicted to it	<b>il est facile de/d' ...</b> it is easy to...
<b>je dirais que...</b>	I would say that...	<b>j'y passe trop de temps</b>	I spend too much time on it	<b>il est dangereux de/d'...</b> it is dangerous to...
<b>certains disent que...</b>	some say that...	In these two, the pronoun 'y' refers back to the 'it' you have already mentioned.		<b>on peut ...</b> we can...
<b>selon mon père...</b>	according to my dad...	e.g. Hier j'ai utilisé mon ordinateur, j'y suis accro. Yesterday, I used my computer, I am addicted to it.		<b>il est utile de/d'...</b> it is useful to...
<b>mes amis pensent que...</b>	my friends think that...			<b>il ne faut pas ...</b> you must not...
<b>malheureusement...</b>	unfortunately...			<b>il est possible de/d'</b> it is possible to...
				<b>il est malsain de/d'...</b> it is unhealthy to...
				<b>il est amusant de/d'...</b> it is fun to...
				*These structures are followed by an infinitive. *
<b>Week 4:</b> Les dangers		<b>Week 5:</b> Les avantages		<b>Week 6:</b> Superlatives
<b>partager des détails personnels en ligne</b>	share personal details online	<b>rapide</b>	quick	We use superlatives to say something is the <b>most</b> or the <b>least</b> interesting/exciting, the biggest/smallest or the best/worst, and so on.
<b>partager des photos sans permission</b>	share photos without permission	<b>utile</b>	useful	In French, use the definite article, <b>(le/la/les)</b> then <b>plus</b> or <b>moins</b> .
<b>passer trop de temps en ligne</b>	spend too much time online	<b>facile à utiliser</b>	easy to use	The adjective must still agree with the noun.
<b>tchatter avec des inconnu(e)s</b>	chat with people you don't know	<b>faire les devoirs</b>	homework	<b>le plus bavard</b> <b>la plus bavarde</b> – the most chatty
<b>être victime d'un vol d'identité</b>	(to) be a victim of identity theft	<b>partager les photos</b>	share photos	<b>le moins grand</b> <b>la moins grande</b> – the least big
<b>être victime de la cyberintimidation</b>	(to) be a victim of cyber bullying	<b>télécharger les chansons</b>	download songs	
		<b>regarder les clips</b>	watch clips	
		<b>jouer à des jeux</b>	play games	
		<b>poster des photos</b>	post photos	

Geography	Extreme Weather	Year 9 Term 4
<p><b>Week 1:</b> tropical storms - causes</p> <p><b>warm ocean waters:</b> heat from the ocean's surface fuels storm development.</p> <p><b>atmospheric conditions:</b> warm, moist air rises from the ocean, creating low-pressure systems.</p> <p><b>Coriolis Effect:</b> Earth's rotation influences storm direction, steering systems towards the poles.</p> <p><b>formation:</b> when winds exceed a certain speed, a tropical storm forms, evolving into hurricanes or typhoons.</p>	<p><b>Week 2:</b> drought - causes</p> <p><b>drought:</b> prolonged periods of abnormally low precipitation leading to a lack of water.</p> <p><b>causes:</b> variability in rainfall, prolonged dry spells, and high air pressure.</p> <p><b>Climate change impact:</b> rising temperatures and altered weather patterns make drought conditions worse, making them more frequent and severe.</p>	<p><b>Week 3:</b> snow - causes</p> <ul style="list-style-type: none"> <li>- Moisture in the air turns into frozen ice crystals.</li> <li>- These frozen crystals join together in the clouds.</li> <li>- Wind carries the joined crystals, making them fall as snow.</li> <li>- When snowflakes reach the ground, they form a layer of snow.</li> </ul>
<p><b>Week 4:</b> social, economic and environmental impacts of extreme weather</p> <p><b>social impacts:</b> effects on people and communities. <b>Example-</b> homes damaged or destroyed.</p> <p><b>economic impacts:</b> effects on financial well-being. <b>Example-</b> loss of crops</p> <p><b>environmental impacts:</b> effects on the natural world. <b>Example-</b> erosion.</p>	<p><b>Week 5:</b> how will global warming impact extreme weather?</p> <p><b>increased distribution:</b> storms and droughts will occur in more places.</p> <p><b>increased frequency:</b> storms and droughts will occur more often</p> <p><b>increased severity:</b> storms and droughts will become more severe (worse).</p>	<p><b>Week 6:</b> extreme weather in the UK - case study</p> <p><b>Storm Ciara (February 2020):</b></p> <ul style="list-style-type: none"> <li>- Wind Speeds: Recorded gusts of up to 97 mph, causing widespread disruption.</li> <li>- Transport Disruption: Numerous flight cancellations, train delays, and road closures occurred due to fallen trees and debris.</li> <li>- Power Outages: Over 20,000 homes experienced power cuts during the storm.</li> </ul>











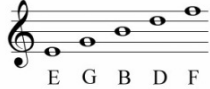

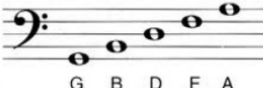
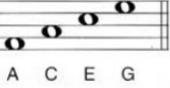


History	Thematic study: state oppression	Year 9 Term 4
<p><b>Week 1: Rise of the Nazi Party</b></p> <p><b>oppression:</b> the unjust use of power and authority by a group, which results in the control, exploitation or mistreatment of another group.</p> <p><b>Weimar Republic:</b> Germany's government from 1919-1933 before the Nazis gained control.</p> <p><b>Chancellor:</b> the head of government in Germany.</p> <p><b>reparations:</b> money paid in compensation for war damage.</p>	<p><b>Week 2: Persecution</b></p> <p><b>antisemitism:</b> hostility or prejudice towards Jewish people</p> <p><b>persecution:</b> cruel or unfair treatment of a group of people.</p> <p><b>scapegoat:</b> a person that is blamed for something that someone else has done.</p> <p><b>In Germany, Jews made up less than 1% of the population. In a country of 67 million people only 500,000 were Jews</b></p>	<p><b>Week 3: Nuremburg Laws</b></p> <p><b>Nuremburg Laws:</b> passed in 1935 the aim of these laws was to take away the rights of the Jewish citizens within Germany.</p> <p><b>1935</b> Jewish people are not allowed to marry non-Jewish people.</p> <p><b>1938</b> Jewish people are not allowed to go to university.</p> <p><b>1939</b> Jewish people can be thrown out of their homes at any time.</p>
<p><b>Week 4: Kristallnacht</b></p> <p><b>Kristallnacht:</b> night of the broken glass. 9-10<sup>th</sup> November 1938.</p> <p><b>7,500</b> shops and businesses were damaged or destroyed.</p> <p><b>30,000</b> Jewish men were sent to concentration camps. It is estimated that approximately <b>300</b> Jews were killed.</p> <p><b>100</b> Synagogues were destroyed.</p> <p><b>synagogue:</b> place of worship for Jewish people</p> <p><b>concentration camps:</b> forced labour camps where political prisoners were sent to work.</p>	<p><b>Week 5: Ghettoes</b></p> <p><b>Ghetto:</b> developed in 1940 as a way of containing Jewish people they were often walled areas within the city.</p> <p><b>Poland:</b> invaded by Germany in 1939 contained 3 million Polish Jews.</p> <p><b>Warsaw Ghetto:</b> located in Poland was the largest ghetto used to contain around 138,000 Jewish people.</p> <p><b>escalated:</b> got worse or increased.</p> <p><b>collaborators:</b> someone who worked with the Nazis.</p>	<p><b>Week 6: Final Solution</b></p> <p><b>Holocaust:</b> a period of time between 1942-45 where 6 million Jews were murdered by the Nazis.</p> <p><b>Death Camps:</b> a camp created in the Holocaust deliberately to kill people.</p> <p><b>Wannsee Conference:</b> the meeting held in January 1942 to discuss how Jewish people would be taken to the death camps.</p> <p><b>genocide:</b> the killing of a group of people with the aim to destroy that group completely.</p> <p><b>Final Solution:</b> the Nazi name for the Holocaust</p>

Religious Studies	Religion, Peace, and War	Year 9 Term 4
<p><b>Week 1: Holy War</b></p> <p><b>Jihad:</b> a struggle or fight to be a good Muslim.</p> <p><b>Lesser Jihad:</b> defending Islam from threat. Some people still take up arms against anybody they see as an enemy of Islam. However, many Muslims believe that lesser jihad is of less relevance today than in the past when Muslims were being persecuted.</p> <p><b>Greater Jihad:</b> making the effort to be a good Muslim through a personal struggle to improve spiritually. It is a duty and an act of worship.</p> <p><b>Holy war</b> is one where people believe that God is on their side. Wars are mentioned in both the Old Testament and the Qur'an. In the past Holy wars have been fought over territory or to convert people e.g., the crusades.</p>	<p><b>Week 2: Weapons of Mass Destruction</b></p> <p><b>WMD:</b> a nuclear, biological, or chemical weapon able to cause widespread devastation and loss of life.</p> <p><b>Weapons of mass destructions (WMD)</b> are weapons that can bring significant damage to humans, infrastructure, and the environment. They are often referred to as indiscriminate weapons. There are three main kinds of WMD. Biological, Chemical and Nuclear.</p>	<p><b>Week 3: victims of war</b></p> <p><b>Aid:</b> help, typically of a practical nature.</p> <p><b>The Parable of the Sheep and Goats</b> In this parable, Jesus uses the example of a shepherd who separates his sheep from his goats to help his followers understand what judgement will be like. Jesus explains that people will be separated into two groups: those who have lived good lives and believed in God will be put on one side and have a place in Heaven those who have rejected the belief in God and sinned in their lives will be placed on the other side and will go to Hell. Jesus explains that helping a person, whoever they are, is just the same as helping Jesus himself and is therefore a duty for all Christians.</p>
<p><b>Week 4: pacificism</b></p> <p><b>pacifism:</b> the belief of people who refuse to take part in war and any other form of violence.</p> <p><b>peace-making</b> means working to prevent war using peaceful methods. For example, a peace conference may bring together all the countries involved and work to solve conflicts before violence is used.</p> <p><b>scripture:</b> 'Blessed be the peacemakers' The Ten Commandments 'Thou shall not kill'</p>	<p><b>Week 5: forgiveness</b></p> <p><b>forgiveness:</b> the action or process of forgiving or being forgiven.</p> <p><b>reconciliation:</b> the restoration of friendly relations.</p>	<p><b>Week 6: forgiveness</b></p> <p><b>Scripture:</b> Then Peter came and said to him, "Lord, if another member of the church sins against me, how often should I forgive? As many as seven times?" Jesus said to him, "Not seven times, but I tell you, seventy-seven times." Matthew 18:21-22</p> <p>"For if you forgive other people when they sin against you, your Heavenly Father will also forgive you. But if you do not forgive others their sins, your Father will not forgive your sins" Matthew 6:14-15</p>

PSHE	Relationships and Families	Year 9	Term 4
<p><b>Week 1: grooming</b></p> <p><b>grooming:</b> grooming is when someone builds a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit, and abuse them.</p> <p>Young people are targets for grooming because they can be vulnerable. They may have multiple vulnerabilities, such as a difficult home life, a learning disability or be a victim of bullying at school. The groomer always has the most power. They may be older, have more money, or influence in the area/community.</p>	<p><b>Week 2: 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 3:</b></p> <p><b>forced marriage:</b> 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><b>arranged marriage:</b> 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><b>Week 4: revision</b></p> <p><b>marriage:</b> the legally or formally recognized union of two people as partners in a personal relationship.</p> <p><b>Civil partnership:</b> 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><b>same sex marriage:</b> a relationship in which two people of the same sex (same gender) live together as a family in a governmentally recognised marriage.</p>	<p><b>Week 5: Revision</b></p> <p><b>domestic violence:</b> violent or aggressive behaviour within the home, typically involving the violent abuse of a spouse or partner.</p> <p><b>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>	<p><b>Week 6: revision</b></p> <p><b>honour-based violence:</b> honour-based abuse is a crime or incident committed to protect or defend the 'honour' of a family or community.</p> <p><b>Types of honour-based violence:</b></p> <ul style="list-style-type: none"> <li>• <b>Forced marriage</b></li> <li>• <b>Domestic abuse</b></li> <li>• Threatening behaviour etc.</li> </ul>	

Computing	Artificial intelligence	Year 9	Term 4
<b>Week 1:</b> artificial intelligence	<b>Week 2:</b> bots	<b>Week 3:</b> different types of bots	
<p><b>artificial intelligence:</b> is the simulation of human intelligence processes by machines, such as computer systems.</p>	<p><b>bot:</b> short for robot.</p> <p>It is a software application programmed to run specific tasks as part of another computer program or to simulate human activity.</p> <p>Bots are designed to automate tasks on their own without human intervention.</p>	<p><b>chatbots:</b> simulate conversations with a human being. One of the first and most famous chatbots prior to the web was Eliza, an NLP program developed in 1966 as a Massachusetts Institute of Technology research project.</p> <p><b>social bots:</b> these bots are often considered opinion bots, influence discussions with users on social media platforms.</p> <p><b>shopbots:</b> many of these programs shop around the web and locate the best price for a product a user is interested in buying.</p>	
<b>Week 4:</b> coding	<b>Week 5:</b> iteration	<b>Week 6:</b> operators	
<p><b>sequence:</b> the order which the computer will run code, one line at a time. (One of the building blocks of coding.)</p> <p><b>selection:</b> a decision made by a computer choosing what code should be run when certain conditions are met. One of the building blocks of coding.</p>	<p><b>iteration:</b> when a section of code is repeated several times. Also known as forever loop. (One of the building blocks of coding.)</p> <p><b>for loop:</b> is count controlled.</p> <p><b>while loop:</b> is condition controlled.</p>	<p><b>comparison operators:</b> symbols used to represent actions, such as (&gt;) greater than (&lt;) less than (=) equal to.</p> <p><b>boolean expressions:</b> sometimes you will want to use the additional expressions, AND, OR, NOT.</p>	

Music	Music Theory	Year 9 Term 4
<p><b>Week 1:</b> elements of music</p> <p><b>dynamics:</b> the volume of a piece of music. <i>pp, p, mp, mf, f, ff, crescendo.</i></p> <p><b>tempo:</b> the speed of a piece of music. <i>lento, adagio, andante, moderato, allegro, presto.</i></p> <p><b>structure:</b> the sections within a piece of music</p> <p><b>pitch:</b> the high and low notes</p> <p><b>texture:</b> the musical layers</p> <p><b>rhythm:</b> the arrangement of notes and rests</p> <p><b>harmony:</b> complimentary notes played simultaneously</p>	<p><b>Week 2:</b> note values</p> <p><b>semibreve:</b> a note lasting 4 beats </p> <p><b>minim:</b> a note lasting 2 beats </p> <p><b>crotchet:</b> a note lasting 1 beat </p> <p><b>quaver:</b> a note lasting half a beat </p> <p><b>semiquaver:</b> a note lasting a quarter of a beat </p>	<p><b>Week 3:</b> Medieval, Renaissance and Baroque periods of music</p> <p><b>Medieval:</b> c. 1150-c. 1400, instruments featured were the flute, recorder and lute. The main type of music was the Gregorian chant.</p> <p><b>Renaissance:</b> (c. 1400-c. 1600), heavily featured choral music with a big focus on harmony. Songs included madrigals, masses and motets. Composers such as Byrd, Tallis &amp; Purcell. The harpsichord was a key instrument.</p> <p><b>Baroque:</b> (c. 1600-c. 1750), keys were introduced, as well as new instruments such as the oboe, bassoon and cello. Orchestras were formed.</p>
<p><b>Week 4:</b> Classical, Romantic &amp; 20<sup>th</sup> and 21<sup>st</sup> century.</p> <p><b>Classical:</b> (c. 1750-c. 1830) new structures of music; sonata and symphony. The piano replaced the harpsichord. Composers include Mozart, Beethoven and Haydn.</p> <p><b>Romantic:</b> (c.1830-1920) bigger orchestras, composers pushed musicians and instruments to their extremes, very difficult virtuoso pieces. Composers included Chopin &amp; Liszt.</p> <p><b>20th and 21st century:</b> (c. 1920-present), composers broke the rules and experimented with styles and techniques, such as Stravinsky &amp; Shostakovich.</p>	<p><b>Week 5:</b> musical elements</p> <p> <b>treble clef:</b> represents notes played above a middle C. Played with right hand.</p> <p> <b>bass clef:</b> represents notes played below a middle C. Played with left hand.</p> <p><b>bar:</b> how we split music up.</p> <p> <b>sharp:</b> raises the pitch of a note by a semitone. Played as the black note to the right.</p> <p> <b>flat:</b> lowers the pitch of a note by a semitone. Played as the black note to the left.</p> <p> <b>natural:</b> cancels out a flat or sharp. Played as the normal white note.</p>	<p><b>Week 6:</b> notes on the staff</p> <p><b>Treble Clef:</b>  E G B D F</p> <p><b>Bass Clef:</b>  F A C E</p> <p><b>Notes On Lines</b></p> <p> G B D F A</p> <p><b>Notes In Spaces</b></p> <p> A C E G</p>

Design and Technology		Year 9	Term 4
<b>Week 1:</b> hand tools	<b>Week 2:</b> CAD and CAM	<b>Week 2:</b> metals	
<p><b>junior hacksaw:</b> used to make small and fine cuts in a range of materials, including timbers and plastics, but most commonly metals.</p> <p><b>centre punch:</b> used to mark the centre point of a hole when drilling hard materials, such as metals.</p> <p><b>hand files:</b> used to remove fairly small amounts of material and smooth the edges. They can be used with metals, plastics and timbers.</p>	<p><b>3 advantages of Computer Aided Designing (CAD) are:</b></p> <ul style="list-style-type: none"> <li>• it is easier to make changes to a design;</li> <li>• designs can be viewed from different angles;</li> <li>• it can be more precise than drawing by hand.</li> </ul> <p><b>3 advantages of Computer Aided Manufacturing (CAM) are:</b></p> <ul style="list-style-type: none"> <li>• it is cheaper than making by hand;</li> <li>• lots of identical products can be made quickly;</li> <li>• it is much quicker than making by hand.</li> </ul>	<p><b>ore:</b> a naturally occurring solid material from which a metal can be extracted.</p> <p><b>malleable:</b> the property a material displays that means it can be bent and shaped into different forms.</p>	
<b>Week 4:</b> metals	<b>Week 5:</b> user-centred design	<b>Week 6:</b> creating prototypes	
<p><b>ferrous metal:</b> contains iron. They often rust when exposed to oxygen and moisture. Examples include mild steel and cast iron.</p> <p><b>non-ferrous metal:</b> do not contain iron. Examples include aluminium and copper.</p> <p><b>alloys:</b> metals that are a mixture of two or more metals, or a mixture of a metal and another element. Examples include brass and steel.</p>	<p><b>user-centered design:</b> a creative approach that focuses on making products by considering the needs, preferences, and experiences of the people who will use them.</p> <p><b>iterative design:</b> the process of making repeated improvements to a product by testing, receiving feedback, and then refining the design based on that feedback to create a better product.</p>	<p><b>Designers create prototypes to:</b></p> <ul style="list-style-type: none"> <li>• test ideas;</li> <li>• see details;</li> <li>• fix problems with the design;</li> <li>• show others their ideas;</li> <li>• test materials.</li> </ul>	



Art	Art and Design – Key Concepts	Year 9	Term 3
<p><b>Week 1: blending colour</b></p> <p><b>The term "blending colour" generally refers to the process of combining different colours together</b> in a way that creates a smooth transition or gradient between them. In painting, blending colours often involves mixing different paint hues on a palette or directly on the canvas to achieve a gradual shift from one colour to another.</p> <p>a) Overall, blending colours is a technique used to avoid harsh, abrupt transitions between different hues, resulting in a more visually appealing and harmonious appearance in art and design.</p>	<p><b>Week 2: tint of colour</b></p> <p><b>tint of colour:</b> a variation of a colour that is created by adding white to it. By adding white, the original colour becomes lighter and less saturated.</p> <p><b>tinting:</b> technique used in painting, graphic design, and other visual arts to achieve variations in colour intensity and brightness.</p>	<p><b>Week 3: tone of colours</b></p> <p><b>tone of colour:</b> a variation in the intensity or brightness of a colour.</p> <p>It is created by adding both black and white (grey) to the original hue. Unlike shades (which are created by adding only black) and tints (which are created by adding only white), tones involve a combination of both, resulting in a colour that is both darker and less saturated.</p>	
<p><b>Week 4: shade of colour</b></p> <p><b>shade of colour:</b> a variation of a colour that is created by adding black to the original hue.</p> <p>This darkens the colour and reduces its lightness, resulting in a deeper and more subdued version of the original colour. Shades are often used in artistic and design contexts to add depth, create shadows, and provide contrast.</p>	<p><b>Week 5: craft</b></p> <p><b>craft:</b> skilful creation of objects or artworks, typically by hand, using traditional techniques and materials.</p> <p><b>craftsmanship:</b> a high level of manual dexterity, expertise, and often a deep understanding of materials and processes. Crafts encompass a wide range of artistic disciplines and can include pottery, woodworking, metalworking, weaving, textile arts, glassblowing, and many others.</p>	<p><b>Week 6: key characteristics of craft</b></p> <p>Key characteristics of craft include:</p> <ul style="list-style-type: none"> <li>• Skill and Technique:</li> <li>• Functional or Decorative Purpose:</li> <li>• Traditional Methods:</li> <li>• Materials:</li> </ul> <p>Cultural Significance:</p>	

# Knowledge Recall Questions

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

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

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



French	La technologie	Year 9 Term 4
<b>Week 1: Sentence starters</b>	<b>Week 2: The pronoun 'y'</b>	<b>Week 3: Verb phrases</b>
<p><i>This section includes prior knowledge.</i> Put the sentence starters back in the correct order.</p> <p>que vrai c'est = _____</p> <p>ma selon mère = _____</p> <p>que je dirais que = _____</p> <p>que pensent copains mes = _____</p> <p>disent certains que = _____</p> <p>How would you say, 'some say that I am shy' in French? _____ _____</p>	<p><i>This section includes prior knowledge.</i></p> <p>Complete the sentence: The pronoun 'y' refers... _____</p> <p>Translate the sentences into English :</p> <ol style="list-style-type: none"> <li>D'habitude j'utilise mon ordinateur tous les jours, j'y suis accro. _____ _____</li> <li>Normalement j'utilise ma tablette le matin, j'y passe trop de temps. _____ _____</li> </ol> <p>Use the two sentences above to help you write a sentence in French, you must include the pronoun 'y' and a technology item you learnt last term. _____ _____ _____</p>	<p><i>This section includes prior knowledge.</i></p> <p><b>il est facile de/d' ...</b>      we can...</p> <p><b>il est dangereux de/d'...</b>      it is dangerous to...</p> <p><b>on peut ...</b>      it is unhealthy to...</p> <p><b>il est utile de/d'...</b>      it is easy to...</p> <p><b>il ne faut pas ...</b>      it is fun to...</p> <p><b>il est possible de/d'</b>      it is possible to...</p> <p><b>il est malsain de/d'...</b>      you must not...</p> <p><b>il est amusant de/d'...</b>      it is useful to...</p> <p>Translate the sentences below:</p> <p>We can travel abroad. _____ _____</p> <p>It is fun to listen to music. _____ _____</p>

French	La technologie	Year 9 Term 4
<b>Week 4: Les dangers</b>	<b>Week 5: Les avantages</b>	<b>Week 6: Superlatives</b>
<p>Translate the sentences into French:</p> <ol style="list-style-type: none"> <li>You must not share personal details online. _____</li> <li>You must not share photos without permission. _____</li> <li>You must not spend too much time online. _____</li> <li>You must not chat with people you don't know. _____</li> <li>You must not steal someone's identity. _____</li> <li>You must not bully others. _____</li> </ol> <p>In French, write your top three pieces of advice to keep people safe online:</p> <ol style="list-style-type: none"> <li>_____</li> <li>_____</li> <li>_____</li> </ol>	<p><i>This section includes prior knowledge.</i></p> <p>Translate the sentences into French:</p> <p>I love to use my smartphone; it is true that it is quick. _____</p> <p>I like to use social media; it is true that it is easy to use. _____</p> <p>I prefer to use my console; it is true that it is useful. _____</p> <p>On a computer we can do homework. _____</p> <p>On a mobile phone we can share photos. _____</p> <p>On a tablet we can play games. _____</p>	<p><i>This section includes prior knowledge.</i></p> <p>Summarise the superlatives below.</p> <p>Unjumble the translations :</p> <ol style="list-style-type: none"> <li>He is the most chatty. est / plus / le / il / bavard _____</li> <li>She is the least intelligent. intelligente / moins / est / la / elle _____</li> <li>He is the most lazy. plus / paresseux / il / le / est _____</li> <li>She is the most fun. la / plus / elle / amusante / est _____</li> </ol>

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



Music	Music Theory	Year 9 Term 4
<b>Week 1:</b> elements of music	<b>Week 2:</b> note values	<b>Week 3:</b> periods of music
<ol style="list-style-type: none"> <li>1. Order the dynamic markings from quietest to loudest.</li> <li>2. What is structure?</li> <li>3. What is pitch?</li> <li>4. What is tempo?</li> <li>5. What is texture?</li> <li>6. What is rhythm?</li> <li>7. What is harmony?</li> </ol>	<ol style="list-style-type: none"> <li>1. Draw a semibreve, how many beats does it last for?</li> <li>2. Draw a minim, how many beats does it last for?</li> <li>3. Draw a crotchet, how many beats does it last for?</li> <li>4. Draw a quaver, how many beats does it last for?</li> <li>5. Draw a semiquaver, how many beats does it last for?</li> </ol>	<ol style="list-style-type: none"> <li>1. Which period of music features the flute, recorder and lute?</li> <li>2. When was the Renaissance period of music?</li> <li>3. What was introduced in the Baroque period of music?</li> </ol>

<b>Music</b>	<b>Music Theory</b>	<b>Year 9 Term 4</b>
<b>Week 4:</b> periods of music continued	<b>Week 5:</b> musical elements	<b>Week 6:</b> notes on the staff
<ol style="list-style-type: none"> <li>Which period replaced the harpsichord with the piano?</li> <li>Which composers were examples in the Romantic period of music?</li> <li>Which period of music broke the rules?</li> </ol>	<ol style="list-style-type: none"> <li>What clef tells you to play with your right hand?</li> <li>What clef tells you to play with your left hand?</li> <li>What does a bar do?</li> <li>How do you play a sharp?</li> <li>How do you play a flat?</li> <li>How do you play a natural?</li> </ol>	<ol style="list-style-type: none"> <li>What note sits on the third line of the staff?</li> <li>What note sits on the fifth line of the staff?</li> <li>What note sits on the first line of the staff?</li> <li>What note sits in the first space on the staff?</li> <li>What note sits in the third space on the staff?</li> </ol>

Design and Technology		Year 9	Term 4
<b>Week 5: Hand Tools</b>	<b>Week 2: sketching initial ideas</b>	<b>Week 6: metals</b>	
<ol style="list-style-type: none"> <li>1. Which material do we commonly cut with a <b>junior hacksaw</b>?</li> <li>2. What is the name of the tool that we use to create the centre point of a hole when drilling metals?</li> <li>3. What is a <b>hand file</b> used for?</li> </ol>	<ol style="list-style-type: none"> <li>1. Give 3 advantages of Computer Aided Designing (CAD):</li> <li>2. Give 3 advantages of Computer Aided Manufacturing (CAM):</li> </ol>	<ol style="list-style-type: none"> <li>1. What is an ore?</li> <li>2. What is the meaning of the term 'malleable'?</li> </ol>	
<b>Week 4: Metals</b>	<b>Week 5: creating prototypes</b>	<b>Week 6: creating prototypes</b>	
<ol style="list-style-type: none"> <li>1. What is a ferrous metal?</li> <li>2. What is a non-ferrous metal?</li> <li>3. What is an alloy?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is the definition of 'user-centred design'?</li> <li>2. What is the definition of 'iterative design'?</li> </ol>	Why do designers create prototypes? Give 5 distinct reasons:	

Art	Art and Design – Key Concepts	Year 9 Term 4
<b>Week 1:</b> blending colour	<b>Week 2:</b> tint of colour	<b>Week 3:</b> tone of colours
Describe what <b>blending colour</b> means	Describe what a <b>tint of colour</b> is	Describe <b>contrasting colours</b>
<b>Week 4:</b> shade of colour	<b>Week 5:</b> craft	<b>Week 6:</b> key characteristics of craft
Describe a <b>shade of colour</b>	Describe what <b>craft</b> is	Describe the key <b>characteristics of craft</b>