

Knowledge Organiser

Year 9 Term 5

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

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>perspective- in literature, this means the point of view from which the story is told.</p> <p>antagonist- the main opponent.</p> <p>detrimental- tending to cause harm.</p> <p>stereotype- an idea that is used to describe a particular type of person or thing.</p> <p>stanza- a group of lines of poetry forming a unit.</p>	<p>volta- a turn of thought or argument in a poem.</p> <p>plight- a dangerous or difficult situation.</p> <p>oxymoron- a phrase using two contrasting terms.</p> <p>juxtaposition- two things being placed close together with contrasting effect.</p> <p>enjambment- the continuation of a sentence or phrase beyond the end of a line or stanza.</p>	<p>multitude- a large number of people or things.</p> <p>sibilance- a hissing quality of sound through the repetition of "s" sounds.</p> <p>caesura- a deliberate pause or break within a line of poetry.</p> <p>abhor- regard with disgust and hatred.</p> <p>callous- showing or having an insensitive and cruel disregard for others.</p>	<p>furtive- behaving secretly and often dishonestly.</p> <p>myriad- a countless or extremely great number of people or things.</p> <p>materialism- believing that physical objects (especially of expense) are more valuable than kindness, love, etc.</p> <p>patriarchy- a system of society or government in which men hold the power.</p> <p>misogyny- dislike of, contempt for, or ingrained prejudice against women.</p>	<p>demise- a person's death.</p> <p>rhythm- the beat and pace of a poem.</p> <p>malevolence- the quality of causing or wanting to cause harm or evil.</p> <p>poignant- evoking a keen sense of sadness or regret.</p> <p>dispel- to make (a doubt, feeling, or belief) disappear.</p>	<p>countenance- a person's face or facial expression.</p> <p>courtesy- polite behaviour.</p> <p>munificence- the quality of being very generous with money.</p> <p>ample- describes an abundance of something; more than enough of something.</p> <p>authority- the power or right to give orders, make decisions, and enforce obedience.</p>



Look

Look at the information carefully.

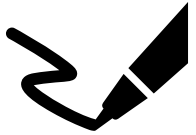
Read it three times.

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**.

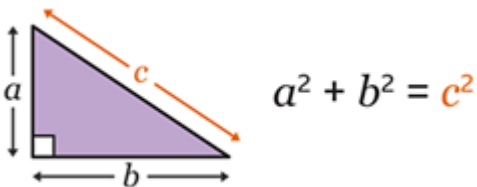
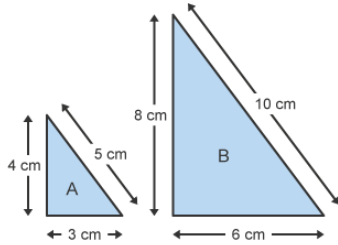
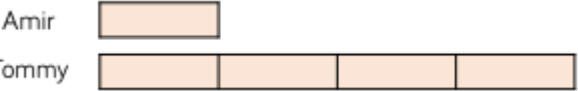
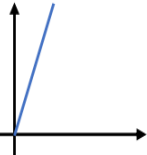
Repeat.

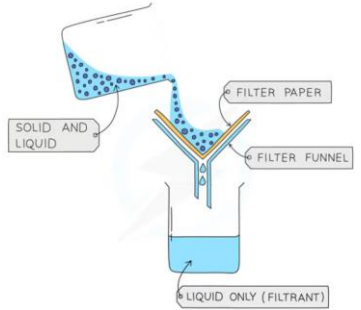
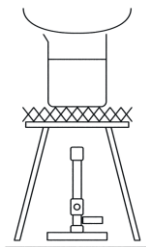
When you get it 100% correct, move on to the **next** piece of information.

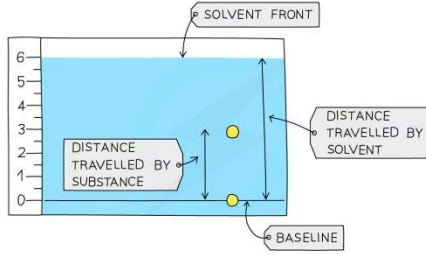


Correct

English	Poet Study	Year 9	Term 5
<p>Week 1: vocabulary</p> <p>narrative voice: the voice chosen and crafted by the writer to 'speak' the poem.</p> <p>perspective: in literature means the point of view from which the story is told.</p> <p>Feminist Poetry: poetry which challenges traditional gender roles and exploring women's experiences in her poetry.</p> <p>materialism: believing that physical objects and possessions, particularly expensive ones, are more important than kindness, love, friendship or other spiritual values.</p> <p>greed: an intense and selfish desire for large amounts of something, e.g., money, power, food.</p>	<p>Week 2: vocabulary</p> <p>extended metaphor: a single direct, non-literal comparison (metaphor) unfolds over several lines/sentences, stanzas/paragraphs or whole sections of a text.</p> <p>patriarchy: a system of society or government in which men hold the power and women are largely excluded from it.</p> <p>misogyny: dislike of, contempt for, or ingrained prejudice against women.</p> <p>universal human truth: an idea which everyone understands.</p> <p>social commentary: when a writer uses art or literature to make a comment on how society works.</p>	<p>Week 3: language techniques</p> <p>enjambment: enjambment is the continuation of a sentence or phrase beyond the end of a line or stanza.</p> <p>caesura: caesura is a deliberate pause or break within a line of poetry.</p> <p>oxymoron: a phrase using two contrasting terms (e.g., 'feather of lead').</p> <p>juxtaposition: two things being placed close together with contrasting effect.</p> <p>symbolism: the use of people or things to represent powerful ideas or qualities.</p>	
<p>Week 4: poetic form</p> <p>couplet: a pair of consecutive lines of poetry that create a complete thought or idea.</p> <p>rhythm: the beat and pace of a poem using stressed and unstressed syllables.</p> <p>stanza: a group of lines in a poem which make a verse.</p> <p>metre: the basic rhythmic structure of a line within a work of poetry. Meter consists of two components: the number of syllables and the pattern of emphasis on those syllables.</p> <p>emphatic positioning: When a writer puts language devices in specific places for effect (e.g., at the start or in groups).</p>	<p>Week 5: academic writing</p> <p>Thesis statement: name, adverb, verb, point, place, comma, quotation.</p> <p>Academic Verbs The writer...</p> <ul style="list-style-type: none"> • challenges • criticises • exposes <p>Purposeful Adjectives</p> <ul style="list-style-type: none"> • evocative • profound • poignant <p>The Literary Present: present tense. e.g., Duffy <i>is</i> implying that...</p>	<p>Week 6: poetic listing</p> <p>verse novel: a novel-length story told through the medium of poetry instead of prose.</p> <p>narrative poetry: a long poem which tells a story, including plot, character, and setting.</p> <p>epic poetry: a long narrative poem recounting heroic deed(s).</p> <p>blank verse poetry: a type of poem without rhyming words but with a strong metre.</p> <p>dramatic monologue: a poem written in the form of a speech of an individual character.</p>	

Maths	Geometry and Proportion	Year 9 Term 5
<p>Week 1: Pythagoras' Theorem</p> <p>Pythagoras' Theorem only applies to right angled triangles.</p> <p>Pythagoras Theorem states that:</p>  <p><i>The square of the longest side is equal to the sum of the square of the other 2 sides.</i></p> <p>hypotenuse: the longest side. It is always opposite the right angle and labelled 'c'</p>	<p>Week 2: similarity</p> <p>similar shapes: have corresponding sides that are proportional and corresponding angles that are equal.</p> <p>corresponding: Two 'things' that are in the same position is a similar location.</p> <p><u>Example:</u></p> <ul style="list-style-type: none"> • These two triangles are similar. • Scale factor = $\times 2$ from A to B, and $\times \frac{1}{2}$ from B to A • The lengths of 4cm and 8cm are corresponding. 	<p>Week 3: enlargement</p> <p>enlargement: a type of transformation where we change the size of the original shape to make it bigger or smaller by multiplying it by a scale factor.</p> <p>scale factor: a number used to determine how many times larger or small one object or figure is to another similar object. It is a multiplier. This can be positive or negative, an integer or a fraction.</p> <ul style="list-style-type: none"> • A scale factor greater than one increases the size of a shape. • A scale factor less than one, decreases the size of a shape. <p>rotate: a type of transformation which means to turn.</p>
<p>Week 4: ratio</p> <p>ratio: a part to part comparison. "for every ____ parts, there are ____ parts"</p> <p>In a ratio all parts are equal in size.</p> <p>bar model: used to show all the parts in a ratio.</p>  <p><u>Example:</u> there are 5 parts in total. Amir has 1 part. Tommy has 4 parts. For every 1 part Amir has, Tommy has 4. Tommy has 3 more parts than Amir. Amir has 3 less parts than Tommy.</p>	<p>Week 5: best value</p> <p>unit cost: the cost for one item. "the cost per item" <i>We find the unit cost by dividing by the amount of items.</i></p> <p><u>Example:</u> 4 chocolate bars cost 80p. The unit cost is $80p \div 4 = 20p$ The cost per chocolate bar is 20p.</p> <p>best value: getting the equivalent amount product for the least amount of money. <i>When considering the best value we must compare the same quantity.</i></p> <p><u>Example:</u> if 4 eggs cost 80p in shop A, and 4 eggs cost 60p in shop B, shop B is better value.</p>	<p>Week 6: direct proportion</p> <p>direct proportion: a linear relationship that passes through (0, 0).</p>  <p>relationship: the connection between 2 variables.</p> <p><i>As one variable increases, the other variable increases at the same rate.</i></p> <p><i>If one variable is multiplied by 4, the other variable is multiplied by 4.</i></p> <p><i>If we have zero of one variable, we must have zero of the other.</i></p>

Week 1: Separation Techniques 1	
pure	a substance only containing one type of element or compound e.g. hydrogen or carbon dioxide
impure	a substance that contains a mixture of different substances e.g. air
filtration	a method to separate an insoluble solid from a liquid. 
insoluble	a substance that cannot dissolve
filtrate	a liquid that has passed through a filter
residue	the substance that remains in the filter paper after filtration
crystallisation	a method to separate a soluble solid from a solution. 
soluble	a substance that can dissolve

Week 2: Separation Techniques 2	
evaporation	the process of turning a liquid to a gas
distillation	a method to separate solutions of different boiling points
condensation	the process of turning a gas to a liquid
condenser	a tube surrounded by cold running water to allow condensation to occur
chromatography	a method to separate soluble substances
solubility	the ability to be dissolved
chromatogram	the visible result of chromatography
R_f value	used to describe the distance component in a mixture travels in relation to the distance the solvent travels. It ranges from 0 to 1. The closer it is to 1 the more soluble a substance is.
Calculating R_f Value	
$R_f = \frac{\text{distance travelled by substance}}{\text{distance travelled by solvent}}$	
	
$R_f = \frac{3 \text{ cm}}{6 \text{ cm}} = 0.5$	

Week 3: Bonding	
metallic bonding	the strong electrostatic force of attraction between the metal ions and the delocalised electrons
electrostatic	a non-contact force between two opposite charges
delocalised electron	electrons which are free to move through the substance and carry a charge
alloy	a metal made by combining two or more metals
ionic bonding	a bond between a metal and non-metal which involves the transfer of electrons
ion	an atom or molecule with a positive or negative electrical charge
ionic compound	a giant structure of ions arranged in a regular, repeating arrangement known as an ionic lattice.
covalent bond	a bond between two non-metals which involves the sharing of electrons
intermolecular forces	a force of attraction between two atoms, molecules, or ions
dot and cross diagram	a model of displaying the bonding within a molecule
electron	a negative subatomic particle which orbits the nucleus of an atom
molecule	a group of atoms bonded together

Week 4: Simple Covalent Molecules

simple covalent molecule	molecules that consist of a small number of atoms held together by covalent bonds (e.g. water and carbon dioxide)
melting point	the temperature at which a solid becomes a liquid or a liquid becomes a solid
boiling point	the temperature at which a liquid becomes a gas or a gas becomes a liquid
polymers	a large molecule made up of smaller monomers joined by covalent bonds
monomer	a small and single, repeating unit which makes up a polymer

Properties of simple covalent molecules

Property	Explanation
Low melting point and boiling point	Weak intermolecular forces that do not require much energy to overcome them
Cannot conduct electricity	There are no delocalised electrons, particles are not charged.

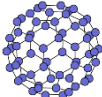
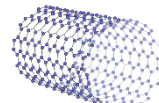
You MUST be able to draw each of the following.

H₂, Cl₂, O₂, N₂, HCl, H₂O, NH₃ and CH₄.

The correct dot and cross diagrams are here:



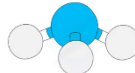
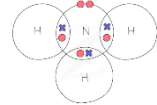

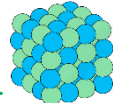
Week 5: Giant Covalent Structures

giant covalent structures	a vast 3D structure of atoms that are joined by covalent bonds. e.g diamond, graphite
allotrope	a different form of the same element
fullerene	a family of carbon allotropes in which the molecules are shaped like tubes or balls
graphene	a single layer of graphite
Buckminster - fullerene	a spherical allotrope of carbon made up of 60 atoms. 
nano-tubes	sheets of graphene rolled into tubes. 

Properties of simple covalent molecules

Property	Explanation
High melting point and boiling points	Covalent bonds are strong so large amounts of energy is needed to break them during melting and boiling.
Some can conduct electricity	graphite and fullerenes as they have delocalised electrons which can carry the charge
Insoluble in water	A substance can dissolve in water if it forms strong enough attractions with water molecules. Giant covalent substances cannot form these strong attractions with water.

Week 6: Limitations of Models

Model	a description or analogy that explains the physical world
<u>Ball and Stick Model</u>	 <ul style="list-style-type: none"> ✓ Useful for showing the arrangement of atoms in 3D space ✓ Useful for visualising the shape of a molecule. ✗ Does not show the movement of electrons ✗ Atoms are placed apart from each other, in reality this is not the case as the gaps between the atoms are much smaller.
<u>Dot and Cross Diagram</u>	 <ul style="list-style-type: none"> ✓ Shows the transfer of electrons ✓ Shows which atom the bonding electrons come from ✗ Does not show the 3D arrangement of atoms and electron shells. ✗ Does not show the relative sizes of atoms.
<u>2D Representation of Molecules</u>	 <ul style="list-style-type: none"> ✓ Simpler version of ball and stick model. ✓ Shows atoms in a molecule and how they are connected ✗ Does not show the relative size of atoms ✗ Does not show the 3D shape of a molecule.
<u>3D Representation of Ionic Solids</u>	 <ul style="list-style-type: none"> ✓ Shows the arrangement of ions in space. ✓ Shows the repeating pattern of giant lattice structures. ✗ Only shows the outermost layer of a compound ✗ Difficult and time consuming to draw

French		Ma santé.	Year 9	Term 5
Week 1: Parts of the body		Week 2: Accidents		Week 3: Illness
<p>le dos – back</p> <p>le ventre – stomach</p> <p>le pied – foot</p> <p>le cou – neck</p> <p>le bras – arm</p> <p>le genou – knee</p> <p>les dents - teeth</p>	<p>la gorge – throat</p> <p>la jambe – leg</p> <p>la tête – head</p> <p>la main – hand</p> <p>la cheville – ankle</p> <p>l'épaule – shoulder</p> <p>l'oreille - ear</p>	<p>When you have an accident and hurt something, use the following structure:</p> <p style="text-align: center;">j'ai mal <u>au/à la/aux/à l'</u> + body part</p> <p>Remember to check grammatical gender</p> <p>j'ai mal <u>au</u> dos – I have a bad back (my back hurts)</p> <p>j'ai mal <u>à la</u> jambe – I have a bad leg (my leg hurts)</p> <p>j'ai mal <u>aux</u> dents – I have bad teeth (my teeth hurt)</p> <p>j'ai mal <u>à l'</u>oreille – I have a bad ear (my ear hurts)</p>	<p>To express that you are ill, you can use the following phrases:</p> <p>j'ai chaud - I'm hot</p> <p>j'ai froid - I'm cold</p> <p>j'ai soif - I'm thirsty</p> <p>j'ai faim - I'm hungry</p> <p>je n'ai pas faim - I'm not hungry</p> <p>j'ai de la fièvre - I have a fever</p> <p>je suis malade - I am ill</p> <p>je suis enrhumé(e) - I have a cold</p> <p>je suis fatigué(e) - I'm tired</p>	
Week 4: Lifestyle vocabulary		Week 5: Infinitive structures		Week 6: Future lifestyle plans
<p>je mange beaucoup de fruits – I eat lots of fruit</p> <p>je ne mange pas assez de légumes – I don't eat enough veg</p> <p>je vais souvent au gym – I often go to the gym</p> <p>je ne fais pas assez d'exercice – I don't do enough exercise</p> <p>je bois beaucoup d'eau – I drink a lot of water</p> <p>je ne bois jamais de coca – I never drink coke</p> <p>je fume – I smoke</p> <p>je ne fume plus – I no longer smoke</p>	<p>pour rester en forme - in order to stay in shape</p> <p>pour garder la forme - in order to keep in shape</p> <p>pour me mettre en forme - in order to get myself in shape</p> <p>pour être en forme - in order to be in shape</p> <p>il faut - you must</p> <p>il vaut - it is better to</p> <p>je dois - I must</p> <p>j'ai besoin de - I need to</p> <p>j'ai envie de - I want to</p> <p>j'ai l'intention de - I intend to</p>	<p>To express lifestyle plans for the future, use one of the 'pour + infinitive' structures (box 5) and follow it with the near future tense :</p> <p>Pour garder la forme...</p> <p>... je vais manger – I'm going to eat</p> <p>... je ne vais pas manger – I'm not going to eat</p> <p>... je vais aller – I'm going to go</p> <p>... je vais faire – I'm going to do</p> <p>... je vais boire – I'm going to drink</p> <p>... je ne vais jamais boire – I'm never going to drink</p> <p>... je ne vais plus fumer – I'm not going to smoke anymore</p> <p>(follow these phrases with what it is you are going to do / eat etc)</p>		

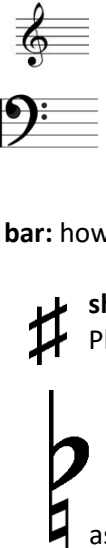
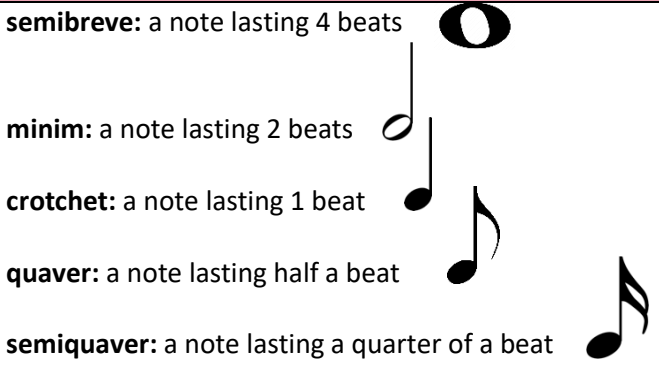
Geography	Sustainable Development Goals	Year 9 Term 5
<p>Week 1: What is sustainability?</p> <p>sustainability: the practice of ensuring the needs of the current generation are met whilst limiting the impacting on the needs of future generations.</p> <p>social sustainability: ensuring people are happy and have got physical and mental health now and in the future.</p> <p>economic sustainability: ensuring people have an adequate income and can find work now and in the future.</p> <p>environmental sustainability: ensuring the climate, plants and animals are protected so that they will remain intact for the future generation.</p>	<p>Week 2: Global sustainability priorities</p> <p>Human actions are not currently sustainable because:</p> <ol style="list-style-type: none"> 1) Burning fossil fuels and deforestation is resulting in climate change 2) The sharing of food and water is not even meaning some people in the world do not have enough to survive. <p>We are running out of space to store the waste humans produce which is causing oceans to be polluted.</p>	<p>Week 3: What are the sustainable development goals?</p> <p>sustainable development goals: 17 goals created in 2015 with the aim of peace and financial security for all in the world now and in the future.</p> <p>- United Nations: an organisation created in 1945 which includes all of the worlds countries (besides Palestine and Vatican City). Their aim is to ensure global peace.</p>
<p>Week 4: Economic Goals</p>	<p>Week 5: Environmental Goals</p>	<p>Week 6: Social Goals</p>
<p>Goal 4: quality education- ensure inclusive education and promote lifelong learning opportunities for all.</p> <p>Goal 8: decent work and economic growth- promote, full and productive employment, and decent work for all.</p> <p>Goal 9: industry, innovation and infrastructure- build resilient infrastructure and promote sustainable industrialisation.</p>	<p>Goal 13: climate action- take urgent action to combat climate change and its impacts.</p> <p>Goal 14: life below water- conserve and protect the oceans, seas, and marine life.</p> <p>Goal 15: life on land- sustainably manage forests, combat desertification and reduce biodiversity loss.</p>	<p>Goal 3: good health and wellbeing- ensure healthy lives and promote well-being for all at all ages.</p> <p>Goal 5: gender equality - achieve gender equality and empower all women and girls.</p> <p>Goal 6: clean water and sanitation- ensure availability and sustainable management of water and sanitation for all.</p>

History	Fight for your rights Pt1	Year 9 Term 5
<p>Week 1: Protest key concepts</p> <p>protest: the act of publicly saying or showing that you object to something.</p> <p>activists: a community organiser who brings groups together to demand change.</p> <p>revolution: a rapid sometimes violent change to the way a country is governed or how people live.</p> <p>chronology: in time order</p>	<p>Week 2: Ancient History- Lex Oppia</p> <p>patriarchal: a system of government where men hold power and women are mostly excluded from it.</p> <p>senate: a governing and advisory group made up of the aristocracy in Ancient Rome.</p> <p>forum: a marketplace that as the centre of life in Ancient Rome.</p> <p>Lex Oppia: laws which restricted how much jewellery, and the type of clothes women could wear.</p>	<p>Week 3: Medieval- Magna Carta</p> <p>Medieval Period: 1000CE-1500CE</p> <p>feudal system: a hierarchy used to control the land.</p> <p>Magna Carta: issued in June 1215 and was the first document to put into writing the principle that the king and his government was not above the law.</p> <p>scutage: a tax paid to avoid being forced to fight in war.</p> <p>barons: a person of great power or influence.</p>
<p>Week 4: Medieval Peasant's Revolt</p> <p>Poll Tax: a tax where everyone in society pays the same amount.</p> <p>Statute of Labourers: a law that kept serfs being paid low wages and meant they were tied to one lord.</p> <p>Peasants Revolt: In 1381 the peasants rebelled against King Richard II</p> <p>John Ball: Leader of the Peasants Revolt</p>	<p>Week 5: English Civil War</p> <p>Early Modern Period: 1500-1700CE</p> <p>regicide: the action of killing a king.</p> <p>democracy: a government which is voted for by the people of the country.</p> <p>treason: the crime of betraying one's country</p>	<p>Week 6: American Revolution</p> <p>empire: groups of countries that are governed by one country.</p> <p>congress: the parliament of America made up of the Senate and the House of Representatives.</p> <p>Boston Tea Party: a political protest that occurred in 1773 against the British government.</p> <p>Declaration of Independence: published in 1776 it told the people that they are free from British rule.</p>


Religious Studies	Medical Ethics	Year 9 Term 5
<p>Week 1: revision</p> <p>Jihad: a struggle or fight to be a good Muslim.</p> <p>Lesser Jihad: is about 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>Greater Jihad: is about 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>Reconciliation: the restoration of friendly relations.</p>	<p>Week 2: revision</p> <p>WMD: a nuclear, biological, or chemical weapon able to cause widespread devastation and loss of life.</p> <p>Weapons of mass destructions (WMD) 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>Aid: help, typically of a practical nature</p> <p>Scripture: ‘Blessed be the peacemakers’ The Ten Commandments ‘Thou shall not kill’</p>	<p>Week 3: capital punishment</p> <p>Capital punishment: the death penalty, also known as capital punishment, is the term used for the state-sanctioned killing of a person who has been found guilty of a serious crime.</p> <p>As of 2018, there are 53 countries in the world which still have and enforce the death penalty in law and practice. Some of these are: Afghanistan; Nigeria; India; the United States of America; Iran; Japan; Taiwan; Kuwait; Zimbabwe; Libya and Thailand.</p> <p>Sanctity of life: for Christians, human life is sacred and is a gift from God. It is to be respected and protected.</p>
<p>Week 4: is the death penalty ever, right?</p> <p>Retribution: a punishment considered to be morally right and to fit the crime. In simple terms, this means revenge.</p> <p>St Thomas Aquinas: argued that peace in society was more important than reforming the sinner.</p> <p>Scripture: “I chose you before I gave you life, and before you were born I chose you to be a prophet to the nations.” Jeremiah 1:5 “You created every part of me; you put me together in my mother’s womb.” Psalm 139:13-16</p>	<p>Week 5: transplant surgery</p> <p>On 3 December 1967, Groote Schuur Hospital in South Africa was put in the world’s spotlight when Christiaan Barnard performed the world’s first heart transplant.</p> <p>Scripture: ‘With the advent of organ transplantation, which began with blood transfusion, man has found a way to give of himself, of his blood and of his body, so that others may continue to live.’ Pope John Paul II</p>	<p>Week 6: genetic engineering</p> <p>Genetic engineering: the deliberate modification of the characteristics of an organism by manipulating its genetic material.</p> <p>Scripture: ‘Thou shalt not kill’ Ten Commandments ‘Allah loveth not mischief’ The Qur’an 2: 205</p>

PSHE	Money Matters	Year 9 Term 5
<p>Week 1: revision</p> <p>domestic violence: violent or aggressive behaviour within the home, typically involving the violent abuse of a spouse or partner.</p> <p>financial abuse: controlling access to money or resources. They might take wages, stop someone working, or put a person in debt.</p> <p>emotional abuse: when an abuser uses words and language that are targeted to cause upset or distress to the person. This can be constant.</p> <p>physical abuse: not only hitting. They might restrain or throw objects. They might pinch or shove a person and claim it is a 'joke'.</p>	<p>Week 2: revision</p> <p>Honour-based violence: honour-based abuse is a crime or incident committed to protect or defend the 'honour' of a family or community.</p> <p>extended family: Parents, children, and other relatives, like grandparents, aunts, cousins etc.</p> <p>reconstituted family: Two adults from previous relationship form new relationship and live together forming new family – may both have children from previous relationship.</p> <p>nuclear family: Parents and children – stereotypical / traditional family unit</p>	<p>Week 3: budgeting</p> <p>budgeting: is the process of managing your money. It can be used to manage the balance between your income (the money that comes to you through earnings, gifts, selling things you own, from your parents, etc.) and your outgoings (your expenditure, savings, etc.)</p> <p>Types of spending: committed: spending which is not optional. For example, utility bills or rent.</p> <p>discretionary: spending which is made through choice. For example, clothing and trips out.</p>
<p>Week 4: debt</p> <p>debt: a sum of money that is owed or due.</p> <p>interest: money paid regularly at a particular rate for the use of money lent, or for delaying the repayment of a debt.</p> <p>The Annual Percentage Rate (APR) is a measure of the interest rate plus the additional fees charged with the loan.</p>	<p>Week 5: payday loans</p> <p>payday Loan: a payday lender is the name given to lenders who provide very short-term loans for relatively small amounts of money. As the name suggests, these are intended to cover any unexpected costs you might incur until you are able to repay the loan on your next payday.</p> <p>Due to the very short-term nature of these types of loan, the interest rates can be very high – 1,500% APR is not unheard of.</p>	<p>Week 6: payday loans</p> <p>Dangers of payday loans:</p> <ul style="list-style-type: none"> • High interest rates • Repeat cycle of debt • Can harm your credit score <p>credit score: is a prediction of your credit behaviour, such as how likely you are to pay a loan back on time, based on information from your credit reports.</p> <p>The Financial Ombudsman Service is a free and easy-to-use service that settles complaints between consumers and businesses that provide financial services. We resolve disputes fairly and impartially and have the power to put things right.</p>

Computing	Artificial intelligence	Year 9 Term 5
<p>Week 1: artificial intelligence and bots</p> <p>artificial intelligence: is the simulation of human intelligence processes by machines, such as computer systems.</p> <p>bot: short for robot. It is a software application programmed to run specific tasks as part of another computer program or to simulate human activity. Bots are designed to automate tasks on their own without human intervention.</p>	<p>Week 2: machine learning</p> <p>machine learning: (ML) is an approach used to design and build artificial intelligence (AI) systems. ML is said to 'learn' by using examples in the form of data, instead of executing step-by-step instructions. In other words, ML applications are data-driven.</p> <p>rule based: is a way of designing systems using a set of predefined rules.</p> <p>data driven: is a way of designing systems using data instead of step-by-step instructions.</p>	<p>Week 3: model</p> <p>model: is used by an ML application to complete a task or solve a problem.</p>
<p>Week 4: bias</p> <p>societal bias: refers to bias held by a large group of people, or by society at large. There are many different types of societal biases, such as racial bias, gender bias, or ethnic bias.</p> <p>bias: refers to a preference for or against something.</p>	<p>Week 5: methods of machine learning</p> <p>supervised learning: is one approach used to train machine learning (ML) models. Supervised learning approaches use large amounts of data labelled by people with relevant information</p> <p>unsupervised learning: is one approach used to train machine learning (ML) models. ML developers train unsupervised learning models to organise data based on similarities.</p> <p>reinforcement learning: is one approach used to train machine learning (ML) models. This approach is used to solve problems with a clear goal, where rewards and penalties are used to reach that goal.</p>	<p>Week 6: machine learning confidence</p> <p>ML confidence: confidence refers to how certain something is. In machine learning (ML), confidence is a way of measuring the certainty of a prediction. For example, a classification model is designed to predict if it will rain tomorrow.</p>

Music	Theory & Orchestral Instruments	Year 9 Term 5
<p>Week 1: notation</p>  <p>treble clef: represents notes played above a middle C. Played with right hand.</p> <p>bass clef: represents notes played below a middle C. Played with left hand.</p> <p>bar: how we split music up.</p> <p>sharp: raises the pitch of a note by a semitone. Played as the black note to the right.</p> <p>flat: lowers the pitch of a note by a semitone. Played as the black note to the left.</p> <p>natural: cancels out a flat or sharp. Played as the normal white note.</p>	<p>Week 2: note values</p>  <p>semibreve: a note lasting 4 beats</p> <p>minim: a note lasting 2 beats</p> <p>crotchet: a note lasting 1 beat</p> <p>quaver: a note lasting half a beat</p> <p>semiquaver: a note lasting a quarter of a beat</p>	<p>Week 3: elements of music</p> <p>dynamics: the volume of a piece of music. <i>pp, p, mp, mf, f, ff, crescendo.</i></p> <p>tempo: the speed of a piece of music. <i>lento, adagio, andante, moderato, allegro, presto.</i></p> <p>structure: the sections within a piece of music</p> <p>pitch: the high and low notes</p> <p>texture: the musical layers</p> <p>rhythm: the arrangement of notes and rests</p> <p>harmony: complimentary notes played simultaneously</p>
<p>Week 4: Instruments of the orchestra - strings</p> <p>Violin: a stringed musical instrument of treble pitch, played with a horsehair bow. The highest of the string family.</p> <p>Viola: an instrument of the violin family, larger than the violin and lower in pitch.</p> <p>Cello: a bass instrument of the violin family, held upright on the floor between the legs of the seated player.</p> <p>Double bass: the largest and lowest-pitched instrument of the violin family, providing the bassline of the orchestral string section.</p>	<p>Week 5: Instruments of the orchestra - brass</p> <p>Trumpet: a brass musical instrument with a flared bell and a bright, penetrating tone.</p> <p>French Horn: a brass instrument with a coiled tube, valves, and a wide bell, developed from the simple hunting horn in the 17th century. It is played with the right hand in the bell to soften the tone and increase the range of available notes.</p> <p>Trombone: a large brass wind instrument with straight tubing in three sections, ending in a bell over the player's left shoulder, different fundamental notes being made using a forward-pointing extendable slide.</p> <p>Tuba: the largest and lowest-pitched musical instrument in the brass family.</p>	<p>Week 6: Instruments of the orchestra - wind</p> <p>Piccolo: a small flute sounding an octave higher than the ordinary one.</p> <p>Flute: a tube-shaped musical instrument with a row of holes along its side that are covered by the fingers to vary the notes.</p> <p>Clarinet: a woodwind instrument with a single-reed mouthpiece, a cylindrical tube with a flared end, and holes stopped by keys.</p> <p>Oboe: a woodwind instrument with a double-reed mouthpiece, a slender tubular body, and holes stopped by keys.</p> <p>Bassoon: a bass woodwind instrument of the oboe family, with a doubled-back tube over four feet long, played with a double reed.</p>

Design and Technology		Year 9	Term 5
Week 1: designing	Week 2: measuring and marking out	Week 3: CAD and CAM	
<p>initial design ideas: the first creative concepts or sketches that a designer develops to explore potential solutions to a problem or design brief.</p> <p>Key elements of good initial design ideas:</p> <ul style="list-style-type: none"> • draw with speed – they don't need to be neat, they just need to communicate your thoughts effectively; • include labels and annotation to explain what things are; • include hatching and cross hatching to show tone. 	<p>steel rule: a type of ruler made from metal that provides greater precision due to its durability. It is also more useful for marking out as the zero point is at the very end of the rule.</p> <p>template: a pre-designed pattern or guide used to help create or replicate shapes accurately in making projects.</p> <p>try square: a woodworking tool used to ensure that edges and corners are perfectly perpendicular or "square".</p>	<p>computer-aided design (CAD): technology that lets you create detailed digital drawings and models of objects or products on a computer to help design and visualize them before they are made.</p> <p>computer-aided manufacture (CAM): technology that uses computers to control machines and tools in the production process, helping to make products more efficiently and accurately.</p>	
Week 4: casting	Week 5: tools and machinery 1	Week 6: tools and machinery 2	
<p>casting: the process of shaping melted material into a desired form by pouring it into a mould, which then solidifies into the desired shape as it cools.</p> <p>mould: a hollow container used to shape molten material into a specific form as it cools and solidifies.</p> <p>personal protective equipment (PPE): special tools or clothing worn to keep people safe from hazards or injuries while they work or do activities.</p>	<p>bandfacer: a machine used to remove small amounts of waste material, and smooth and flatten the edges of a workpiece with a rotating belt.</p> <p>pillar drill: a machine used to drill precise and accurate holes in various materials by lowering a rotating drill bit onto the workpiece.</p>	<p>coping saw: a hand saw with a thin blade used for cutting intricate curves and shapes in timber or plastic.</p> <p>gents saw: a hand saw with a narrow blade, used for making precise and straight cuts in timber.</p> <p>cordless drill: a portable power tool that can be used for drilling holes and driving screws.</p>	

Art	Art and Design – Key Concepts	Year 9	Term 5
<p>Week 1: sculpture</p> <p>sculpture: a form of visual art that involves creating three-dimensional objects or forms, typically by carving, modelling, casting, or constructing materials such as stone, wood, metal, clay, plaster, or plastics.</p> <p>a) Sculptures can be created in various sizes, from small handheld pieces to large installations that occupy entire spaces.</p>	<p>week 2: 3D art</p> <p>3D art: known as three-dimensional art, refers to artwork that has physical depth as well as height and width. 3D art occupies space and can be viewed from multiple angles.</p> <p>3D art offers artists a dynamic way to explore space, form, texture, and materiality, inviting viewers to engage with art in a tactile and immersive manner.</p>	<p>week 3: relief sculpture</p> <p>relief sculpture: sculpture in which forms project from a flat background, but they remain attached to it.</p> <p>Unlike freestanding sculpture, which can be viewed from all sides, relief sculpture is typically meant to be seen primarily from one direction. It's like a picture or scene that is partially raised from a flat surface.</p>	
<p>Week 4: Barbara Gilhooly</p> <p>Barbara Gilhooly is a contemporary artist working in the USA.</p> <p>Barbara Gilhooly was born in North Dakota in 1963. She attended the University of North Dakota and received her BFA in 1986. Concentrating on printmaking and sculpture, Gilhooly earned her MFA from Colorado</p> 	<p>Week 5: craft</p> <p>craft: the skilled creation or production of objects, often by hand or with the use of simple tools.</p> <p>Craftsmanship typically involves applying specialised knowledge, techniques, and skills to create items that serve functional, decorative, or artistic purposes.</p> <p>Craft is a diverse and dynamic field that celebrates the intersection of creativity, skill, and material culture, serving as a rich and vibrant expression of human ingenuity and cultural heritage.</p>	<p>Week 6: Architecture</p> <p>Architects are professionals who design and plan the construction of buildings and other structures.</p> <p>The role of an architect involves several key tasks:</p> <ul style="list-style-type: none"> • Design • Planning • Coordination • Construction oversight • Problem-solving 	

Knowledge Recall Questions

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

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

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

French	Ma santé	Year 9 Term 5																												
Week 1: Parts of the body	Week 2: Accidents	Week 3: Illness																												
<p>Match up the French to the English</p> <table border="0"> <tr><td>le dos</td><td>teeth</td></tr> <tr><td>le ventre</td><td>throat</td></tr> <tr><td>le pied</td><td>stomach</td></tr> <tr><td>le cou</td><td>leg</td></tr> <tr><td>le bras</td><td>head</td></tr> <tr><td>le genou</td><td>ankle</td></tr> <tr><td>la gorge</td><td>shoulder</td></tr> <tr><td>la jambe</td><td>neck</td></tr> <tr><td>la tête</td><td>foot</td></tr> <tr><td>la main</td><td>knee</td></tr> <tr><td>la cheville</td><td>arm</td></tr> <tr><td>l'épaule</td><td>back</td></tr> <tr><td>l'oreille</td><td>hand</td></tr> <tr><td>les dents</td><td>ear</td></tr> </table>	le dos	teeth	le ventre	throat	le pied	stomach	le cou	leg	le bras	head	le genou	ankle	la gorge	shoulder	la jambe	neck	la tête	foot	la main	knee	la cheville	arm	l'épaule	back	l'oreille	hand	les dents	ear	<p><i>This section includes prior knowledge.</i> When you have an accident and hurt something, use the following structure:</p> <p>j'ai _____ au/à la/aux/à l' + _____</p> <p>Translate the sentences into English:</p> <p>j'ai mal au genou.</p> <p>_____</p> <p>j'ai mal à la tête.</p> <p>_____</p> <p>j'ai mal au pied.</p> <p>_____</p> <p>mon père a mal aux dents.</p> <p>_____</p> <p>ma mère a mal au dos.</p> <p>_____</p>	<p><i>This section includes prior knowledge.</i> Fill in the blanks:</p> <p>j'ai _____ = I'm hot</p> <p>j'ai _____ = I'm cold</p> <p>j'ai _____ = I'm thirsty</p> <p>j'ai _____ = I'm hungry</p> <p>Translate the sentences into French:</p> <p>According to my dad I have a fever.</p> <p>_____</p> <p>My friends think that I have a cold.</p> <p>_____</p> <p>I would say that I'm tired.</p> <p>_____</p>
le dos	teeth																													
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French	Ma santé	Year 9 Term 5
Week 4: Lifestyle vocabulary	Week 5: Infinitive structures	Week 6: Future lifestyle plans
<p><i>This section includes prior knowledge.</i> Unjumble the translations:</p> <p>1. Usually, I eat lots of fruits. fruits / beaucoup / d'habitude / de / mange / je</p> <hr/> <p>2. From time to time I smoke. fume / de / en / temps / je / temps</p> <hr/> <p>3. According to my dad I don't eat enough veg. assez / légumes / ne / mange / je / pas / mon / de / père / selon</p> <hr/> <p>4. I think that I drink a lot of water. pense / que / bois / je / beaucoup / je d'eau</p> <hr/>	<p><i>This section includes prior knowledge.</i></p> <p>Put the spaces in the correct place and translate the sentence into English:</p> <p>1. il faut aller au gym pour rester en forme.</p> <hr/> <p>2. je dois manger des légumes pour garder la forme.</p> <hr/> <p>3. j'ai envie de manger beaucoup de fruits pour être en forme</p> <hr/> <p>4. il vaut boire beaucoup d'eau pour me mettre en forme.</p> <hr/>	<p><i>This section includes prior knowledge.</i></p> <p>Summarise the formation of the near future tense here:</p> <p>Fill in the gap with the correct word:</p> <p>je _____ manger = I am going to eat.</p> <p>je vais _____ = I am going to go</p> <p>je vais _____ = I am going to do</p> <p>je _____ boire = I am going to drink</p> <p>je ne vais plus _____ = I'm not going to smoke anymore</p> <p>Finish off the sentence in French:</p> <p>Pour garder la forme je vais manger ...</p> <p>Pour rester en forme je vais aller ...</p> <p>Pour me mettre en forme je vais boire...</p>

History	Questions	Year 9 Term 5
Week 1: Protest key concepts	Week 2: Ancient History- Lex Oppia	Week 3: Medieval- Magna Carta
<p>During this thematic study we will investigate events in chronological order, this means _____.</p> <p>This theme is based around the act of publicly saying or showing that you object to something, the key word for this is _____. The career link for this term is an _____, this is a community organiser who brings groups together to demand change.</p>	<p>Ancient Rome used a system of government where men hold power and women are mostly excluded from it this is known as a _____. The _____, a governing and advisory group made up of the aristocracy in Ancient Rome met in the _____, a marketplace that as the centre of life in Ancient Rome. The senate introduced laws which restricted how much jewellery, and the type of clothes women could wear known as the _____.</p>	<p>When was the Medieval period? _____</p> <p>When was the Magna Carta issued? _____</p> <p>What is a scutage? _____</p> <p>Who were the barons? _____</p>

Week 4: Medieval Peasant's Revolt	Week 5: English Civil War	Week 6: American Revolution
<p>The leader of the Peasants Revolt was led by _____ and happened in the year _____ as the peasants rebelled against King _____.</p> <p>Reasons for rebelling included the _____ tax where everyone in society pays the same amount and the _____ of Labourers, a law that kept serfs being paid low wages and meant they were tied to one lord.</p>	<p>When was the Early Modern period? _____</p> <p>What is the act of killing a king called? _____</p> <p>What is the crime of betraying your country called? _____</p> <p>What is a democracy? _____ _____ _____</p>	<p>What is the key word? groups of countries that are governed by one country. _____</p> <p>What is congress? _____ _____ _____</p> <p>When was the Boston Tea Party? _____</p> <p>When was the Declaration of Independence issued? _____</p>

Geography	Population	Year 9 Term 5
Week 1: What is sustainability?	Week 2: Global sustainability priorities	Week 3: what are the sustainable development goals?
<p>What is sustainability?</p> <p>An example of social sustainability is</p> <p>An example of economic sustainability is</p> <p>An example of environmental sustainability is</p>	<p>Name 3 ways the world is not currently sustainable:</p> <p>1)</p> <p>2)</p> <p>3)</p>	<p>How many sustainable development goals are there?</p> <p>What do the sustainable development goals hope to achieve?</p> <p>When was the United Nations formed?</p>
Week 4: China's population	Week 5: China's one child policy	Week 6
<p>The aims of goal 4 are</p> <p>The aims of goal 8 are</p> <p>The aims of goal 9 are</p>	<p>The aims of goal 13 are</p> <p>The aims of goal 14 are</p> <p>The aims of goal 15 are</p>	<p>The aims of goal 3 are</p> <p>The aims of goal 5 are</p> <p>The aims of goal 6 are</p>

Music	Theory & Orchestral Instruments	Year 9 Term 5
Week 1: notation	Week 2: note values	Week 3: elements of music
<ol style="list-style-type: none"> 1. What clef tells you to play with your right hand? 2. What clef tells you to play with your left hand? 3. What does a bar do? 4. How do you play a sharp? 5. How do you play a flat? 6. How do you play a natural? 	<ol style="list-style-type: none"> 1. Draw a semibreve, how many beats does it last for? 2. Draw a minim, how many beats does it last for? 3. Draw a crotchet, how many beats does it last for? 4. Draw a quaver, how many beats does it last for? 5. Draw a semiquaver, how many beats does it last for? 	<ol style="list-style-type: none"> 1. Order the dynamic markings from quietest to loudest. 2. What is structure? 3. What is pitch? 4. What is tempo? 5. What is texture? 6. What is rhythm? 7. What is harmony?

Music	Music Theory	Year 9	Term 5
Week 4: instruments of the orchestra - strings	Week 5: instruments of the orchestra - brass	Week 6: instruments of the orchestra - wind	
<ol style="list-style-type: none"> 1. Which instrument is the highest pitched of the string family? 2. Which instrument is the lowest pitched of the string family? 	<ol style="list-style-type: none"> 1. Which brass instrument has an extendable slide used to play notes? 2. Which brass instrument has a coiled tube? 3. Which instrument is described as having a bright, penetrating tone? 	<ol style="list-style-type: none"> 1. Which is the smallest of the wind family? 2. Which is the bass instrument of the wind family? 3. Which wind instrument has a double reed? 	

Design and Technology		Year 9	Term 5
Week 1: designing	Week 2: measuring and marking out	Week 3: CAD and CAM	
<ol style="list-style-type: none"> 1. What are the 3 key elements of good initial design ideas? 	<ol style="list-style-type: none"> 1. Why is a steel rule better for marking out materials than an ordinary plastic ruler? 2. How should a try square be used correctly? 	<ol style="list-style-type: none"> 1. Why might it be better to design products using CAD, rather than with a pencil and paper? 2. Why might it be better to make products using CAM, rather than by hand? 	
Week 4: casting	Week 5: tools and machinery 1	Week 6: tools and machinery 2	
<ol style="list-style-type: none"> 1. What personal protective equipment (PPE) must be worn when casting? 	<ol style="list-style-type: none"> 1. Name the part of the pillar drill where the drill bit is secured: 2. Describe how you would hold the material correctly when using a bandfacer 	<ol style="list-style-type: none"> 1. Which hand saw would be most suitable for making straight cuts in timbers? 2. Which hand saw would be most suitable for cutting curves and around corners in timbers and plastics? 	

Art	Art and Design Key Concepts	Year 9	Term 5
Week 1: sculpture	week 2: 3D art	week 3: relief sculpture	
Describe sculpture	Describe 3D art	Describe relief sculpture	
Week 4: Barbara Gilhooly	Week 5: craft	Week 6: Architecture	
Describe Barbara Gilhooly	Describe craft	Describe Architects	