

Knowledge Organiser

Year 9 Term 1

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>which: asking for information specifying one or more people or things. Used to refer to something which has been previously mentioned.</p> <p>a lot: a large number or amount; a great deal.</p> <p>denouement: when the strands of the story are brought together and resolved, and any questions are answered.</p> <p>linear: order it happens.</p> <p>vehemence: great forcefulness or intensity of feeling or expression.</p>	<p>witch: a person thought to have magic powers, especially evil ones.</p> <p>cyclical: occurring in cycles; recurrent.</p> <p>interest: the feeling of wanting to know or learn about something or someone.</p> <p>essentially: used to emphasise the basic, fundamental, or intrinsic nature of a person or thing.</p> <p>precipitate: to throw violently; for something to happen abruptly.</p>	<p>their: belonging to or associated with the people or things previously mentioned. To show ownership.</p> <p>sequence: a particular order in which related things follow each other.</p> <p>barbarous: extremely brutal; primitive and uncivilised.</p> <p>perspective: a point of view.</p> <p>interiority: the quality of being focused on one's inner life and identity.</p>	<p>there: in, at, or to that place or position.</p> <p>supernatural: a figure or event which has qualities that are beyond scientific understanding or the laws of nature.</p> <p>ominous: giving the worrying impression that something bad is going to happen; threatening.</p> <p>imagined: to form or have a mental picture or idea of something.</p> <p>purposefully: in a way that shows determination or resolve.</p>	<p>they're: contraction of 'they are'.</p> <p>foreboding: a feeling that something bad will happen; fearful apprehension.</p> <p>omniscient: knowledge everything; all knowing/ all-seeing.</p> <p>exposition: when key information is given about the setting, a character, or situation at the start of a text.</p> <p>epiphany: a moment of sudden realisation.</p>	<p>protagonist: the leading character.</p> <p>establishes: set up on a firm or permanent basis.</p> <p>intriguing: very interesting because of being unusual or mysterious.</p> <p>deteriorating: to become worse.</p> <p>waning: to become weaker in strength or influence.</p>



Look

Look at the information carefully.

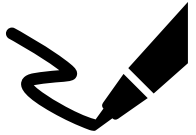
Read it three times.

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.

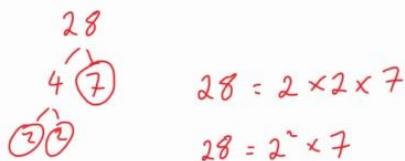
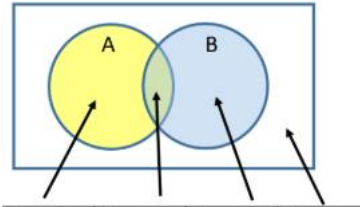
Repeat.

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



Correct

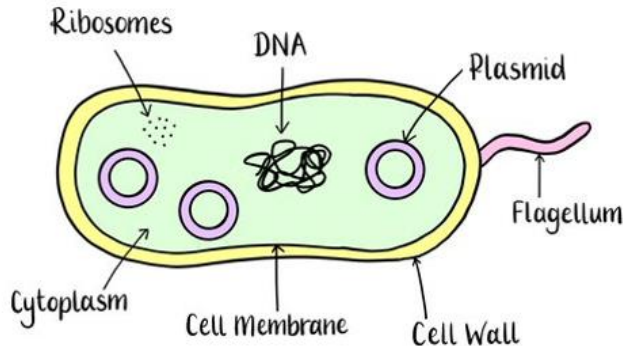
English	Short Stories	Year 9	Term 1
Week 1: vocabulary	Week 2: words to explore tension and atmosphere in a text	Week 3: vocabulary 2	
<p>conflict: a disagreement or struggle between two or more ideas, people or groups which can be internal or external.</p> <p>epiphany: a moment of sudden realisation.</p> <p>alternative interpretation: what somebody else thinks or could think about the meaning of the text.</p> <p>authorial intent: what a writer could be trying to achieve with the text.</p> <p>symbolism: when a writer uses an image or idea to represent something else, e.g., a white dove symbolises peace.</p>	<ul style="list-style-type: none"> • intensity (power/ strength/ force/ passion) • impending (looming/ awaiting/ approaching) • anticipating (awaiting/ expecting/ foreseeing) • building (adding to/ growing/ more of) • declining (decreasing/ getting worse/ lessening) • deteriorating (failing/ weakening/ worsening) • waning (vanishing/ fading) 	<p>emphatic positioning: when a writer places a technique or word in a specific place on a line to draw the reader's attention to it.</p> <p>motif: a repeated image in a text.</p> <p>theme: a universal human truth experience which a writer explores throughout a text.</p> <p>atmosphere: the overall mood created by a text created by the writer's description.</p> <p>pathetic fallacy: a type of metaphor where the author uses the weather and nature to convey a mood or atmosphere.</p>	
Week 4: vocabulary 3	Week 5: clauses	Week 6: structure	
<p>narrative: a spoken or written account of connected events; a story.</p> <p>tracking: when you explore and follow themes, ideas, or plot points through a text.</p> <p>fragmentation: when a sentence is incomplete because it is missing a subject, verb, or both.</p> <p>expansion: when you make a sentence longer by adding additional phrases or clauses.</p>	<p>clause: a group of words which contains a subject and a verb.</p> <p>main clause: a clause which can stand alone as a complete sentence.</p> <p>subordinate clause: a clause which <u>cannot</u> stand alone as a complete sentence.</p> <p>relative clause: a clause which is connected to another using relative pronouns like: which, whom, who, whose, that, where, when. e.g., <i>She is going to the shop <u>which</u> we visited yesterday.</i></p>	<p>Freytag's pyramid</p> <p>exposition: when key information is given about setting, character, or situation, usually at the start.</p> <p>rising action: when there is a complication, and the tension starts to build.</p> <p>climax: the most intense part of a story where the protagonist faces the central conflict head on.</p> <p>falling action: when characters react to the climax and the writer starts to wrap the story up.</p> <p>denouement: when the strands of the story are brought together and resolved, and any questions are answered.</p>	

Maths	Number and Percentage	Year 9	Term 1			
Week 1: Factors, Multiples and Primes integer: a whole number Factor: an integer multiplied by another integer Factor x Factor = Product e.g. 6 x 7 =42 6 is a factor of 42 and 7 is a factor of 42. Multiple: the result of multiplying a number by an integer Number x Integer = Multiple e.g. 5 x 3 = 15 15 is a multiple of 5 and 15 is a multiple of 3 Prime number: a number that is divisible by only itself and 1.	Week 2: Product of Primes Product of primes: To write a number as a multiplication of prime numbers <u>Non-calculator method</u> Write 28 as a product of primes, in index form.  <u>Calculator method</u> 1. Type in the number 2. Press EXE  3. Press Format  then select 'Prime Factor'	Week 3: HCF and LCM HCF: highest common factor. The greatest factor that 2 or more numbers share. Example: The Highest Common Factor (HCF) of 20 and 12 is 4. LCM: lowest common multiple. The lowest number that is in the times table of 2 or more numbers. Example: The Lowest Common Multiple (LCM) of 20 and 12 is 60				
Week 4: Venn Diagrams  <table><tr><td>Elements here are in set A but not set B</td><td>Elements here are in both sets A and B</td><td>Elements here are in set B but not in set A</td><td>Objects here are not in set A or set B.</td></tr></table> Set: a collection of 'things' with the same characteristic Element: a member of a set Union: A∪B – elements in set A or set B Intersection: A∩B – elements in both set A and set B	Elements here are in set A but not set B	Elements here are in both sets A and B	Elements here are in set B but not in set A	Objects here are not in set A or set B.	Week 5: Percentage Increase by a percent: percentage value is found and added to the original amount. Decrease by a percent: percentage value is found and subtracted from the original amount. Multiplier: decimal used to calculate a percentage of an amount or increase/decrease an amount by a percentage. Depreciate: decrease in value over time. Percentage change: comparison between 2 values expressed as a percentage of the original.	Week 6: Interest interest: a percentage added to an amount of money. Simple interest: A type of interest where the percentage of money added is the same amount each time Compound Interest: A type of interest where the percentage of money added changes each time depending on the money that they have in their account at the end of each year
Elements here are in set A but not set B	Elements here are in both sets A and B	Elements here are in set B but not in set A	Objects here are not in set A or set B.			

Week 1: eukaryotes & prokaryotes

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

Diagram of a bacterial cell



Revise - Cell organelles and their function



Week 2: magnification

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

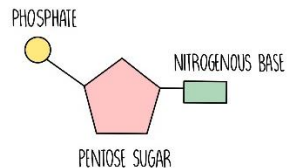
Comparing light microscopes to electron microscopes

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

Revise - How to use a light microscope



Week 3: DNA

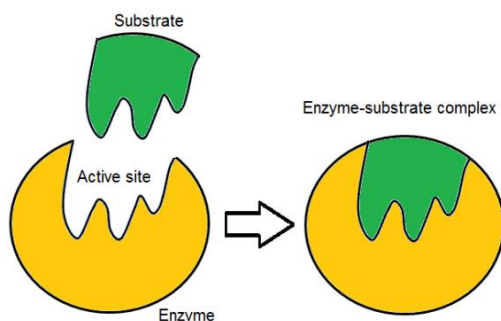
DNA	the genetic information of a cell. DNA is a polymer.
polymer	a large molecule that consists of many smaller repeating units called monomers.
double helix	the structure of DNA 
nucleotide	the monomer of DNA  <p>PHOSPHATE PENTOSE SUGAR NITROGENOUS BASE</p>
complimentary base pair	A pairs with T C pairs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

Revise - Variation



Week 4: enzymes

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



Revise – How do enzymes work?



Week 5: respiration

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

How does exercise affect respiration?

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

Revise - Aerobic and Anaerobic Respiration.

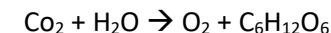


Week 6: photosynthesis

word equation

carbon dioxide + water → oxygen + glucose

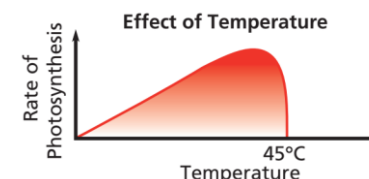
balanced symbol equation



Limiting Factors of Photosynthesis

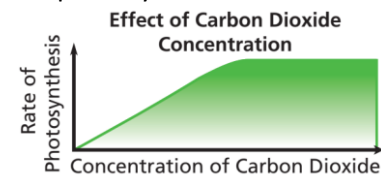
Temperature

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



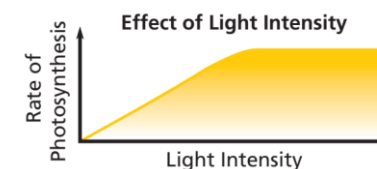
Concentration of carbon dioxide

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



Light intensity

- Increasing the light intensity increases the rate of photosynthesis



French		Ma vie scolaire		Year 9	Term 1																						
Week 1: Les rapports - relationships		Week 2: Reflexive verbs		Week 3: Pourquoi?																							
<div><div>je m’entends bienI get on well</div><div>je m’entends malI get on badly</div><div>je me disputeI argue</div><div>je m’amuseI have fun</div><div>je me fâcheI get angry</div></div> <div><div>avecwith</div><div>ma profmy teacher (f)</div><div>mon profmy teacher (m)</div><div>mes camarades de classemy classmates</div><div>mes copains/copinesmy friends</div></div> <div><div>E.g. Je m’entends bien avec mon prof.</div><div>I get on well with my teacher.</div></div>		<div>A reflexive verb is a verb that has an extra pronoun. It is noticeable that a verb is a reflexive because the infinitive form of the verb has se in front of it.</div> <table><tr><td>s’entendre</td><td>to get on</td></tr><tr><td>se disputer</td><td>to argue</td></tr><tr><td>s’amuser</td><td>to have fun</td></tr><tr><td>se fâcher</td><td>to get angry</td></tr></table>		s’entendre	to get on	se disputer	to argue	s’amuser	to have fun	se fâcher	to get angry	<div>When we conjugate a reflexive verb, the ‘se’ changes depending on who is doing the action.</div> <table><tr><th>Pronoun</th><th>Reflexive pronoun</th></tr><tr><td>je</td><td>me/m’</td></tr><tr><td>tu</td><td>te/t’</td></tr><tr><td>il/elle</td><td>se/s’</td></tr><tr><td>nous</td><td>nous</td></tr><tr><td>vous</td><td>vous</td></tr><tr><td>ils/elles</td><td>se/s’</td></tr></table> <div><div>e.g. se disputer becomes il se dispute – he argues</div><div>s’amuser becomes je m’amuse – I have fun</div></div>		Pronoun	Reflexive pronoun	je	me/m’	tu	te/t’	il/elle	se/s’	nous	nous	vous	vous	ils/elles	se/s’
s’entendre	to get on																										
se disputer	to argue																										
s’amuser	to have fun																										
se fâcher	to get angry																										
Pronoun	Reflexive pronoun																										
je	me/m’																										
tu	te/t’																										
il/elle	se/s’																										
nous	nous																										
vous	vous																										
ils/elles	se/s’																										
Week 4: Pourquoi?		Week 5: Le passé composé.		Week 6: Les opinions.																							
<div><div>me comprendunderstands me</div><div>m’inspireinspires me</div><div>me fait riremakes me laugh</div><div>m’encourageencourages me</div><div>m’ennuiebores me</div><div>se fâche facilementgets angry easily</div><div>crie tropshouts too much</div></div> <div><div>E.g. J’aime la prof car elle me comprend.</div><div>I like the teacher because she understand me.</div></div> <div><div>E.g. Je m’entends mal avec mon prof car il crie trop.</div><div>I get on badly with my teacher because he shouts too much</div></div>		<table><tr><th>Infinitive</th><th>perfect tense</th><th>English</th></tr><tr><td>avoir</td><td>j’ai eu</td><td>I had</td></tr><tr><td>aller</td><td>je suis allé(e)</td><td>I went</td></tr><tr><td>faire</td><td>j’ai fait</td><td>I do</td></tr><tr><td>jouer</td><td>j’ai joué</td><td>I played</td></tr><tr><td>chanter</td><td>j’ai chanté</td><td>I sang</td></tr><tr><td>participer</td><td>j’ai participé</td><td>I participated</td></tr></table> <div>The perfect tense is used to say what ‘has’ happened.</div>		Infinitive	perfect tense	English	avoir	j’ai eu	I had	aller	je suis allé(e)	I went	faire	j’ai fait	I do	jouer	j’ai joué	I played	chanter	j’ai chanté	I sang	participer	j’ai participé	I participated	<div><div>je crois queI believe that</div><div>j’estime queI reckon that</div><div>personnellementpersonally</div><div>selon (person)according to (person)</div></div> <div><div>c’estit is</div><div>c’étaitit was</div></div> <div><div>compliquécomplicated</div><div>fascinantfascinating</div><div>stressantstressful</div><div>utileuseful</div><div>inutilenot useful</div></div> <div><div>E.g. Selon moi c’était fascinant !</div><div>According to me it was fascinating!</div></div>		
Infinitive	perfect tense	English																									
avoir	j’ai eu	I had																									
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participer	j’ai participé	I participated																									

Geography	How do populations change?	Year 9	Term 1
Week 1: Population distribution population density: the number of people living in a particular area, usually measured per square kilometre. population distribution: the pattern of where people live within an area. migration: when people move from one area to another. natural increase: the birth rate minus the death rate of a population.	Week 2: Development indicators birth rate: the number of births in a year per 1000 of the total population. death rate: the number of deaths in a year per 1000 of the total population. life expectancy: the average number of years a person might be expected to live. infant mortality: the average number of deaths of infants under 1 year of age, per 1000 live births, per year.	Week 3: Population diagrams demographic transition model: a model showing how populations should change over time in terms of their birth rates, death rates and total population size. population pyramid: a graph showing the age and sex structure of a population. ageing population: a population with an increasing proportion of elderly people. dependency ratio: the proportion of people who are too young or too old to work compared with the working-age population.	
Week 4: Populations in developing countries one-child policy: a Chinese government policy that restricted most families to having one child. famine: a widespread, serious shortage of food. urbanisation: the process by which an increasing percentage of a country's population comes to live in towns and cities. newly emerging economies (NEEs): countries that have begun to experience higher rates of economic development, usually with higher levels of industrialisation.	Week 5: Impacts of urban change urban growth: the increase in the size of cities due to migration and natural increase. urban sprawl: the unplanned growth of urban areas into the surrounding countryside. economic opportunities: chances for people to improve their standard of living through employment. inequalities: differences between poverty and wealth, as well as in peoples' wellbeing and access to things like jobs, housing and education.	Week 6: Managing Populations population decline: a decrease in the total number of people living in a country or region. pro-natalist policy: a government policy designed to encourage people to have more children. replacement level: the fertility rate needed for a population to replace itself from one generation to the next. working-age population: people who are old enough to work but not yet retired.	

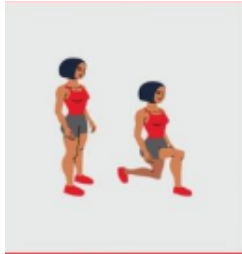
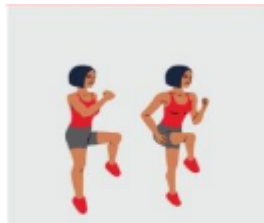
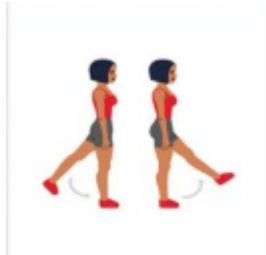
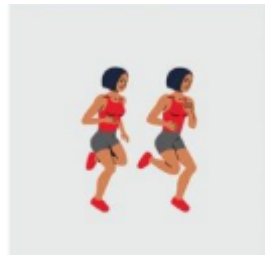
History		Thematic study: state oppression	Year 9	Term 1
Week 1: Thematic understanding		Week 2: Norman oppression	Week 3: Medieval Jewish oppression	
<p>oppression: the unjust use of power and authority by a group, which results in the control, exploitation or mistreatment of another group.</p> <p>thematic study: based on a subject or theme over a number of time periods.</p> <p>contemporary sources: a source created at the time when an event happened.</p> <p>interpretations: a judgement based on evidence.</p> <p>provenance: type, audience and purpose of the source at the time it was created.</p>		<p>William the Conqueror: invaded England in 1066 and became the King of England after defeating Harold Godwinson at the Battle of Hastings.</p> <p>The Harrying of the North: a brutal military campaign conducted by William the Conqueror in the winter of 1069-1070, aimed at suppressing rebellions in northern England.</p> <p>The Forest Laws: laws that severely restricted access to and use of forests, including banning the killing of deer and restricting the ownership of dogs and bows and arrows.</p> <p>Domesday Book: a great survey of England. It shows the population in the North decreased by 75%.</p>	<p>antisemitism: hostility or prejudice towards Jewish people.</p> <p>Licoricia: a Jewish woman who was murdered in her own home after experiencing different forms of antisemitism.</p> <p>expulsion: the action of forcing someone to leave.</p> <p>Blood Libel: an accusation that Jewish people used the blood of Christians in religious rituals.</p> <p>Clifford's Tower Massacre: one of the worst antisemitic massacres of the Middle Ages took place in York in 1190.</p>	
Week 4: Early Modern religious oppression		Week 5: Oppression of women- witchcraft	Week 6: Oppression of women- witchcraft	
<p>Early Modern period: 1450-1750CE.</p> <p>Reformation: The change of religion in England from Catholic to Protestant led by Henry VIII.</p> <p>Tudors: The royal family from Henry VII in 1485 until the death of Elizabeth I in 1603.</p> <p>Pilgrimage of Grace: In October 1536, thousands of Catholics from Lincolnshire, Yorkshire, Durham, Northumberland and Westmorland revolted against Henry's new Church of England.</p> <p>Mary I: nicknamed 'Bloody Mary', had around 280 Protestants burnt at the stake.</p>		<p>witchcraft: the practice of magic, especially for evil purposes; the use of spells.</p> <p>1597: King James I published a book about the study of demons.</p> <p>Daemonologie: a book focused on the study of demonology that encouraged the practice of witch hunting.</p> <p>70-80% of people in Europe accused of witchcraft were women.</p>	<p>sabbaths: a gathering or meeting of witches to practice rituals or magic.</p> <p>swimming the witch: the process of ducking someone under water, if they floated, they were guilty if they sank, they were innocent.</p> <p>witch trials: a series of hearings and executions that took place in Europe and America during the early modern period.</p>	

Religious Studies	Sikhi Beliefs and Practices	Year 9	Term 1
Week 1: Sikhi in the UK <p>Sikhi was founded by Guru Nanak around 500 years ago in a place called the Punjab. This is an area which spans part of India and Pakistan in South Asia today.</p> <p>Sikhi was established by ten human Gurus.</p> <p>Guru: can mean God, teacher, or guide. Usually means a teacher of religion. In Sikhi, it also refers to the ten human messengers of God.</p> <p>Guru Nanak: is the founder of Sikhism. Guru means 'Teacher'. Sikhism is still based on his teachings and those of the nine Sikh Gurus who followed him.</p>	Week 2: beliefs about God <p>Waheguru: Sikhs believe in one God called Waheguru which means 'Wonderful Lord' or 'Wonderful Teacher'.</p> <p>Sikhs believe that there in monotheism and believe the one God created everything. They believe that Waheguru must always remain in the mind.</p> <p>monotheism: the belief in one God.</p> <p>Sikhs describe God in various ways, including: Sat Nam: True Name Ik Onkar: There Is Only One God Akal Purkh: Eternal Being</p>	Week 3: creationism <p>Sikhs believe that Waheguru created the universe, the world, and every life form within it. Sikhs believe that before the universe existed, there was only Waheguru, and it was because of 'the will of God' or Hukam that the universe was created.</p> <p>Hukam: the order or command of God, referred to as Waheguru.</p> <p>There are no creation stories in Sikhi, unlike in other religions. Sikhs accept scientific creation stories.</p> <p>Sikhs believe that Waheguru is Nirgun (transcendent) and genderless.</p> <p>Transcendent: the belief that God is beyond the human and material world. Due to this, God cannot be fully understood by human beings.</p>	
Week 4: holy books and places of worship <p>Guru Granth Sahib: this is the Sikhi holy book. The tenth Guru, Guru Gobind Singh, said that after him there would be no other living gurus. Instead, Sikhs could look at their holy book for guidance. Therefore, Sikhs call their holy book a Guru.</p> <p>It is written in Punjabi and is greatly respected by all Sikhs as the living word of God</p> <p>There are no pictures or representations of Waheguru within the gurdwara. To try to create Waheguru in the form of pictures would be seen as idolatry.</p> <p>idolatry: the worship of an idol, object or person instead of God.</p>	Week 5: holy books and places of worship <p>Gurdwara: the Sikhi place of worship. Gurdwara which means 'Gateway to the Guru'. A Gurdwara is any building where the Guru Granth Sahib is kept.</p> <p>Nishan Sahib: Sikhi orange triangular flag. This is displayed at every Gurdwara. The flag has a blue Khanda on it, which is the symbol of Sikhi.</p> <p>Khanda: symbolises the Sikhi faith: it shows a double-edged sword, a chakram and two single-edged swords.</p>	Week 6: Amrit Sanskar <p>Amrit Sanskar ceremony: the rite of initiation into the Khalsa (Sikhs who commit themselves to a daily discipline).</p> <p>Khalsa: the Sikhi community, literally 'the community of the pure'. Refers particularly to initiated Sikhs.</p> <p>Amritdhari Sikhi: a Sikhi who has been initiated into the Khalsa. They wear the five Ks, pay daswandh and follow the other rules of the Rahit Maryada, which is the Sikhi code of conduct.</p> <p>Daswandh: the Sikhi practice in the giving of money (a tenth of one's income) in the name of the Guru to help those who are poorer / less well off.</p>	

PSHE	Health and Wellbeing	Year 9	Term 1
Week 1: consent consent: permission for something to happen or agreement to do something. Consent should be clear when given, signs of consent can be: <ul style="list-style-type: none">• verbal consent• non-verbal consent non-verbal consent: there are ways to show a willingness to give consent without using words. Examples of giving nonverbal consent may include: Head nod. Thumbs up. verbal consent: when a person verbally agrees.	Week 2: fertility fertility: the ability to conceive children or young. infertility: the inability to conceive children. menopause: the period in a woman’s life (typically between the ages of 45 and 50) when menstruation cease. Lots of people suffer from infertility and need treatment. Remember 1 in 6 people will experience fertility problems.	Week 3: self-checking and screening cancer: cancer is a condition where cells in a specific part of the body grow and reproduce uncontrollably. The cancerous cells can invade and destroy surrounding healthy tissue, including organs. Cancer sometimes begins in one part of the body before spreading to other areas. There are more than 200 different types of cancer, and each is diagnosed and treated in a particular way. chemotherapy: the treatment of disease by the use of chemical substances. BSE: breast Self-Examination TSE: testicular Self Examination	
Week 4: honour-based violence honour-based violence: honour-based abuse is a crime or incident committed to protect or defend the 'honour' of a family or community. types of honour-based violence: <ul style="list-style-type: none">• forced marriage• domestic abuse• Threatening behaviour etc. forced Marriage: forced marriage is where one or both people do not or cannot consent to the marriage and pressure or abuse is used to force them into the marriage.	Week 5: radicalisation radicalisation: the action or process of causing someone to adopt radical positions on political or social issues. extremism: holding extreme political or religious views. terrorism: the unlawful use of violence and intimidation to bring about political or social change. Those who join radical organisations are often subject to push, pull and personal factors which make them vulnerable to organisations who try and recruit them.	Week 6: domestic violence domestic violence: violent or aggressive behaviour within the home, typically involving the violent abuse of a spouse or partner. financial abuse: controlling access to money or resources. They might take wages, stop someone working, or put a person in debt. emotional abuse: when an abuser uses words and language that are targeted to cause upset or distress to the person. This can be constant. physical abuse: not only hitting. They might restrain or throw objects. They might pinch or shove a person and claim it’s a ‘joke’.	

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

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

Physical Education	Warm up / cool down	Year 9	Term 1
Week 1: why we warm up and cool down A warm up: <ul style="list-style-type: none">Increases the elasticity of musclesMentally prepares us for exerciseIncreases the flexibility at jointsIncreases the temperature of musclesIncreases the supply of oxygen to the working muscles A cool down: <ul style="list-style-type: none">Gradually reduces our heart rateBegins to break down any lactic acid in our musclesReplenishes the oxygen debt that may have built up during physical activity.  <p>Lunges</p>	Week 2: stages of a warm up A warm up has four stages. Stage 1 – pulse raiser Stage 2 – dynamic stretches held between 8 and 10 seconds Stage 3 – skills/drills Stage 3 – mental preparation  <p>Squats</p>	Week 3: stages of a cool down A cool down has three stages: Stage 1 – maintain activity level Stage 2 – gradually reduce intensity of the activity Stage 3 – static stretching held for 30 seconds  <p>High Knees</p>	
Week 4: immediate effects of exercise Immediate effects of exercise happen in the moment of physical activity. They are: <ul style="list-style-type: none">Increased heart rateHot/red/sweaty skinIncreased body temperature  <p>Leg Swings</p>	Week 5: short term effects of exercise Short term effects of exercise happen up to 36 hours after physical activity. They are: <ul style="list-style-type: none">Tiredness/fatigueLight headednessNauseaMuscular soreness  <p>Butt Kicks</p>	Week 6: long term effects of exercise Long term effects of exercise happen after weeks and months of physical activity. They are: <ul style="list-style-type: none">Change in body shape/compositionImproved cardiovascular and muscular enduranceIncreased speed, flexibility and strengthHypertrophy of the heart (heart is bigger and stronger)Lower resting heart rate (bradycardia)  <p>Arm Circles</p>	

Art		Key Concepts	Year 9	Term 1
Week 1: observational drawing		week 2: pencil tone	week 3: grid method	
<p>observational drawing: technique and practice in art where the artist creates a representation of what they see directly in front of them.</p> <p>This method involves closely studying and rendering objects, people, landscapes, or scenes from life, rather than relying on memory, imagination, or photographic references. The primary goal is to capture the form, proportion, perspective, light, and shadow as accurately as possible.</p>		<p>pencil tone: the range of lightness or darkness that can be achieved using a pencil.</p> <p>It is a crucial aspect of pencil drawing, used to create depth, contrast, texture, and realism in a piece of artwork. Pencil tone is determined by the hardness or softness of the pencil lead, the pressure applied by the artist, and the layering techniques used.</p>	<p>grid method: a technique used to help artists achieve accurate proportions and placement of elements in their drawings.</p> <p>It involves breaking down the reference image and the drawing surface into a grid of equal squares, which serve as guides for transferring the image accurately. This method is particularly useful for enlarging or reducing the size of an image while maintaining correct proportions.</p>	
Week 4: texture		Week 5: texture		Week 6: Art Careers: Illustrator.
<p>Texture: in drawing refers to the perceived surface quality or feel of an object depicted in the artwork. It can be visual (how it looks) or tactile (how it feels if touched).</p> <p>Artists use various techniques to represent texture, adding depth, realism, and interest to their drawings.</p>		<p>Here is an in-depth look at how texture is used and achieved in drawing:</p> <p>Types of Texture: Actual Texture: physical feel of the surface of the artwork itself, which is more relevant in tactile art forms like sculpture or heavily textured paintings.</p> <p>Implied Texture: illusion of texture created in a two-dimensional artwork, making surfaces look like they would feel a certain way if touched</p>		<p>An illustrator: a visual artist who creates images for various purposes, often to accompany or enhance written content. They work with a variety of media, including traditional drawing and painting, as well as digital tools, to produce illustrations for books, magazines, advertising, and more.</p>

Knowledge Recall Questions

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

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

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

Science			B1: Cells and Cellular Processes			Year 9			Term 1																																																																																			
Week 1: Prokaryotes and Eukaryotes			Week 2: Magnification			Week 3: DNA																																																																																						
Compare an animal cell to a bacterial cell.			A cell has an actual size of 2µm and the image is 30mm. Calculate the magnification of the cell.			Which genetic characteristics in organisms are inherited? Think about both plants and animals.																																																																																						
			<table><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>																																																																																									
Week 4: Enzymes			Week 5: Respiration			Week 6: Photosynthesis																																																																																						
Explain what happens to amylase when it enters the stomach.			Compare aerobic respiration to anaerobic respiration.			Explain how the concentration of carbon dioxide can affect the rate of photosynthesis.																																																																																						

French		Ma vie scolaire	Year 9	Term 1																																
Week 1: Les rapports - relationships		Week 2: Reflexive verbs		Week 3: Reflexive verbs																																
<p><i>This section includes prior knowledge from Y7 T3.</i></p> <p>Match up the vocabulary:</p> <table><tr><td>je m’entends bien</td><td>I argue</td></tr><tr><td>je m’entends mal</td><td>I have fun</td></tr><tr><td>je me dispute</td><td>I get on well</td></tr><tr><td>je m’amuse</td><td>I get angry</td></tr><tr><td>je me fâche</td><td>I get on badly</td></tr></table> <p>Mon, ma, mes are all types of: (circle the correct answer)</p> <p>Nouns / possessive adjectives / articles</p> <p>Translate the sentences into French:</p> <p><i>e.g. I get on well with my teacher (f) of English</i> <i>Je m’entends bien avec ma prof d’anglais.</i></p> <p>I get on badly with my teacher (m) of maths.</p> <p>_____</p> <p>I argue with my teacher (f) of French.</p> <p>_____</p> <p>I get angry with my teacher (m) of science.</p> <p>_____</p> <p>I have fun with my teacher (f) of history.</p> <p>_____</p>		je m’entends bien	I argue	je m’entends mal	I have fun	je me dispute	I get on well	je m’amuse	I get angry	je me fâche	I get on badly	<p>Fill in the gaps:</p> <p>A _____ verb is a verb that has an extra _____. It is noticeable that a verb is a reflexive because the _____ form of the verb has _____ in front of it.</p> <p>Complete the table with either the correct English or French translation, depending which is missing.</p> <table><tr><td>s’entendre</td><td></td></tr><tr><td></td><td>to argue</td></tr><tr><td></td><td>to have fun</td></tr><tr><td>se fâcher</td><td></td></tr></table>		s’entendre			to argue		to have fun	se fâcher		<p>Complete the table:</p> <table><tr><td>Pronoun</td><td>_____</td></tr><tr><td>je</td><td>___ / ___</td></tr><tr><td>tu</td><td>te / t’</td></tr><tr><td>___ / ___</td><td>se/s</td></tr><tr><td>nous</td><td>_____</td></tr><tr><td>_____</td><td>vous</td></tr><tr><td>ils / _____</td><td>___ / ___</td></tr></table> <p>There is one error in the French translation. Correct the translation in French:</p> <p>He has fun = je s’amuse = _____</p> <p>She gets angry = elle me fâche = _____</p> <p>They (m) argue = ils nous disputent = _____</p> <p>We get on badly = Vous nous entendons mal = _____</p>	Pronoun	_____	je	___ / ___	tu	te / t’	___ / ___	se/s	nous	_____	_____	vous	ils / _____	___ / ___
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nous	_____																																			
_____	vous																																			
ils / _____	___ / ___																																			

French	Ma vie scolaire	Year 9 Term 1																		
<p>Week 4: Pourquoi?</p> <p><i>This section includes prior knowledge from Y7 T2.</i></p> <p>Translate the sentences into English:</p> <p>1. Je m'entends bien avec ma sœur parce qu'elle me comprend.</p> <p>_____</p> <p>_____</p> <p>2. Je me dispute avec mon père parce qu'il se fâche facilement.</p> <p>_____</p> <p>_____</p> <p>3. J'adore ma mère parce qu'elle m'encourage.</p> <p>_____</p> <p>_____</p> <p>4. Je m'amuse avec mon frère parce qu'il me fait rire.</p> <p>_____</p> <p>_____</p> <p>Now write your own example in French, describe your relationship with someone and include why.</p> <p>_____</p> <p>_____</p>	<p>Week 5: _Perfect tense</p> <p><i>This section includes prior knowledge from Y7 and Y8.</i></p> <p>Complete the grid:</p> <table border="1" data-bbox="788 379 1435 932"> <thead> <tr> <th>Infinitive</th><th>perfect tense</th><th>English</th></tr> </thead> <tbody> <tr> <td></td><td></td><td>I went</td></tr> <tr> <td></td><td>j'ai fait</td><td></td></tr> <tr> <td>jouer</td><td></td><td></td></tr> <tr> <td></td><td></td><td>I sang</td></tr> <tr> <td></td><td>j'ai participé</td><td></td></tr> </tbody> </table> <p>Translate the sentences into English:</p> <p>J'ai fait de la natation.</p> <p>_____</p> <p>J'ai joué au foot.</p> <p>_____</p> <p>Je suis allé(e) au collège</p> <p>_____</p>	Infinitive	perfect tense	English			I went		j'ai fait		jouer					I sang		j'ai participé		<p>Week 6: Les opinions</p> <p><i>This section includes prior knowledge from Y7 and Y8.</i></p> <p>Unjumble the translations.</p> <p><i>I believe that it is really stressful.</i> que / vraiment / je / stressant / crois / c'est</p> <p>_____</p> <p>_____</p> <p><i>Personally, it is not complicated.</i> pas / compliqué / ce / personnellement / n'est</p> <p>_____</p> <p>_____</p> <p><i>I reckon that it was quite useful.</i> c'était / que / utile / j'estime / assez</p> <p>_____</p> <p>_____</p> <p><i>According to me it was not very fascinating.</i> moi / ce / fascinant / très / selon / pas / n'était</p> <p>_____</p> <p>_____</p>
Infinitive	perfect tense	English																		
		I went																		
	j'ai fait																			
jouer																				
		I sang																		
	j'ai participé																			

History	How has migration shaped Britain?	Year 9	Term 1
Week 1: Introduction	Week 2: Medieval immigration to Britain	Week 3: Early Modern immigration to Britain	
Define migration	When was the Medieval period?	When was the Early Modern period?	
Define empire	Which King imposed the Statute of Jewry?	Define heretic	
What is the difference between a migrant and an immigrant?	What is tax?	What is a refugee?	
Week 4: Early Modern immigration	Week 5: Industrial immigration to Britain	Week 6: Modern immigration to Britain	
What is provenance?	When was the Industrial period?	When was the Modern period?	
What does utility mean?	What is the difference between voluntary and forced migration?	What is the difference between a push and a pull factor?	

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