Year 9 – Term 2

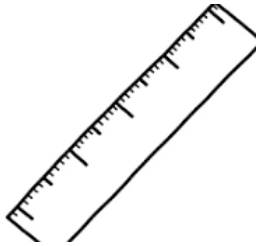
Newsome Academy
Everyone Exceptional Everyday

Knowledge Organiser

Name:

Team:

Write in blue or black ink
Professional standards.

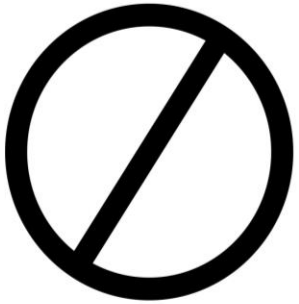


Use a ruler to underline dates and titles and draw all lines
Showing care with your work.

Pictures, diagrams, graphs and tables in pencil.
Allowing for mistakes to be easily corrected.

~~Mistake~~

Cross mistakes out once.
Mistakes are fine – it is how you correct them that matters.



No graffiti.
You will need to get rid of it from your work in your own time.

Worksheets stuck in neatly.
In the order that have been completed in.

Neat handwriting.
Always trying to present your work in the best way.

Complete all work set.
To the best of your ability.

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Work Pride Routines

Pride in work should be shown by all students

Greet your teacher at the door.
Professional Conduct.

Enter the classroom quietly.
Not causing disruption to others.

Put your equipment on the desk.
Be ready to learn immediately.

Start the activate task.
This will be ready for you as you enter the classroom.

Answer the register.
Do not talk while others are answering.

Pack away when directed to by the teacher.
Prompt and sensible.

Stand behind your chair when you've packed away.
Await further instructions.

Wait in silence to be dismissed.
Your teacher will do this promptly if all other routines have been followed.

Move onto the corridors using the calm corridor routine.
Sensible always.

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Lesson Routines

Entry and exit to all lessons should follow these routines.

Do not talk whilst the staff member is talking

Listen respectfully

Appropriate contact only

Do not hold hands or drape arms over others

Sit professionally

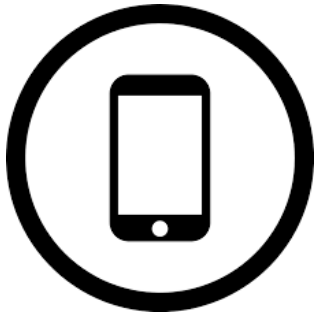
No head on desk/table or slouching

Communicate appropriately

As instructed in lesson depending on learning mode

Follow instructions from ALL staff first time

Do not argue with any instruction given



No mobile phones

Adhere to the green line rule. If seen/heard - it's taken.

Respect the Academy environment

Put litter in the bin, do not graffiti, do not damage furniture.

No chewing Gum

Anytime, anywhere on site (outside & in)

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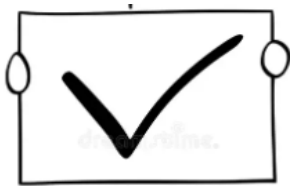
Behaviour Routines

To support each other, all staff must follow the behaviour routines

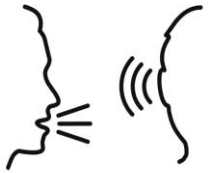


Positive framing.

Using positive language, e.g. 'Thank you to the 80% of pupils who are paying attention.'

'Hands up, tracking me.'

Signal with hands up for silence and pupils track the staff member

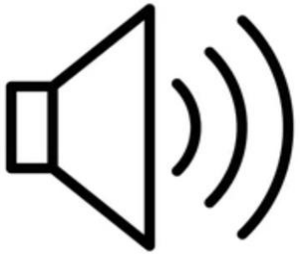


Active listening.

Sitting up, looking at the staff member speaking.

Calm and purposeful.

Professional conduct – No shouting, running, slow actions.



Appropriate volume

No unnecessary shouting or raised voices

Professional vocabulary

Do not use slang terms or over familiar language

Using subject specific vocularly in lessons

Demonstrate aspiration always

Speak in full sentences

Always demonstrating you r fantastic oracy skills.

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Language Routines

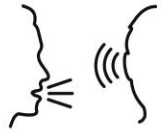
All staff are to use Academy language at all times

Line up in the morning where your team leader is stood.
Straight line, tracking forward.

Sit in teams in alphabetical order.
This will mean the place you sit in will never change.

Coats, bags and scarves should be on the floor or on the back of your chair.
Mirroring professional conduct.

Signal for silence.
Raise your hand and fall silent.



Actively listen.
Track the speaker, sit up and pay attention.

Do not talk or engage in any inappropriate behaviour.
Important messages are delivered in these seminars and your conduct should reflect this.

Wait until your row is dismissed.
Stand up and sensibly follow your row.

Go straight to your lesson, do not congregate at the door.
In the direction you are told to by the pastoral team.

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Congregation Routines

Entry and exit to all seminars will follow the congregation routines

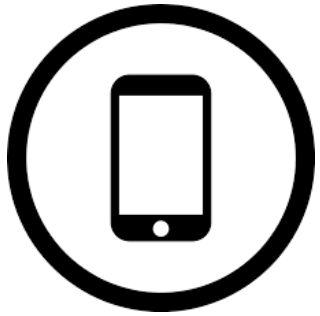
Walk in no more than 2 wide file
Purposefully & Professionally .

Walk calmly & quietly
Not causing disruption to ongoing lessons.

Walk on the left
Not going over the white line to allow for flow of traffic.

Track the direction of travel
Face the way you are walking.

Walk purposefully/ Do not congregate
Go straight to your destination.



No mobile phones
Adhere to the green line rule. If seen/heard - it's taken.

No outdoor clothing
No outdoor clothing inside the building. Even if you are heading outside.

No chewing Gum
Anytime, anywhere on site (outside & in)

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Corridor Routines

We will have a green-line to make this clear for everyone.

These will be located outside Student Services & The Canteen Entrance.

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Mathematics

Our students will:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language

- can solve problems by applying their mathematics to a variety of routine and non- routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

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Year 9 – Term 2

The aims of the sequence of learning are to ensure that all students can:

- **Be fluent in complex algebraic skills**
- **Reason and problem solve algebraically**
- **Problem solve with ratios**

Keyword	Definition
Solve	Find a numerical value that satisfies an equation.
Coefficient	A multiplicative factor in front of a variable e.g. 5x (5 is the coefficient)
Function	A relationship that instructs how to get from an input to an output.
Equation	A mathematical statement that two things are equal.
Inverse	An operation that undoes that was done by a previous operation (opposite operation).
Square number	The output of a number multiplied by itself.
Square root	A value that can be multiplied by itself to give a square number.
Hypotenuse	The largest side of a right-angled triangle. It is always opposite the right-angle.
Scale	The comparison of something drawn to its actual size.
Proportion	A comparison between two numbers.
Ratio	A ratio shows the relative size of two variables.
Mass	A measure of how much matter is in an object (commonly measured as weight).
Volume	The amount of space a 3D object takes up.

Sparx Maths

Topic	Video Numbers
Solving equations and inequalities	M707, M643, M647, M401, M554, M902, M957
Pythagoras' theorem	M677, M480
Ratio	M855, M801, M267, M525, M543
Proportion	M478, M681, U610
Compound measures	U151, U256, U910, U527, U842

Topic Links

This topic links to:

- Problem solving and use of calculators
- Solving simultaneous equations both algebraically and graphically
- Solving quadratic equations and relating it to graphs of quadratics
- Direct proportion including interpreting tables and graphs
- Applying right-angled trigonometry to calculate missing sides or missing angles
- Understanding similar triangles and calculating missing sides or missing angles

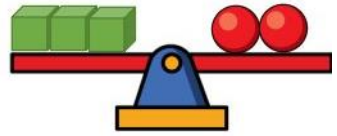
Career Focus - Where could this take you?

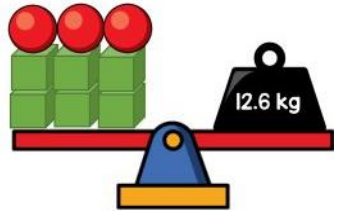
As the owner of a hair salon, I use maths when I pay my staff, buy products, and pay bills. I also have a good understanding of lengths, angles and shapes to get the haircuts right.

Challenge Activities

The aims of the sequence of learning are to ensure t
- Be fluent in complex algebraic skills
- Reason and problem solve algebraically
- Problem solve with ratios

Gina balances some scales.





What is the mass of the cube?

Reasoning with algebra and geometry

The aims of the sequence of learning are to ensure that all students can:
- solve algebraic equations
- calculate Pythagoras' theorem

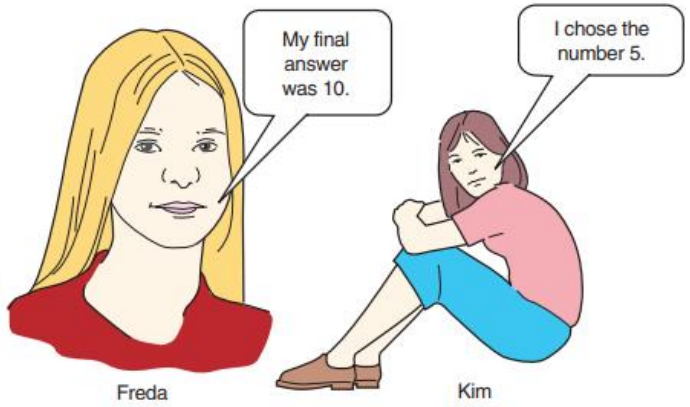
Key Concepts

A teacher gave these instructions to her class.

What algebraic expression represents the teacher's statement? (See Chapter 7.)

This is what two of her students said.

Can you work out Kim's answer and the number that Freda started with?



Kim's answer will be $2 \times 5 + 3 = 13$.

Freda's answer can be set up as an **equation**.

An equation is formed when an expression is put equal to a number or another expression. You are expected to deal with equations that have only one **variable** or letter.

The **solution** to an equation is the value of the variable that makes the equation true. For example, the equation for Freda's answer is

$$2x + 3 = 10$$

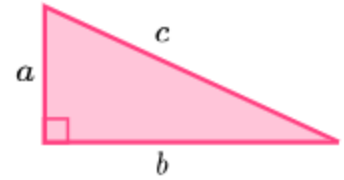
where x represents Freda's number.

The value of x that makes this true is $x = 3\frac{1}{2}$.

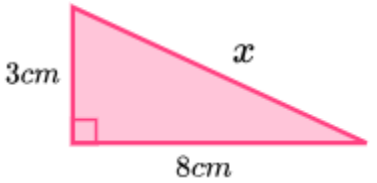
Pythagoras theorem states that the square of the longest side of a right angled triangle (called the hypotenuse) is equal to the sum of the squares of the other two sides.

Pythagoras theorem is:

$$a^2 + b^2 = c^2$$



Find x and give your answer to 2 decimal places.



$$a^2 + b^2 = c^2$$

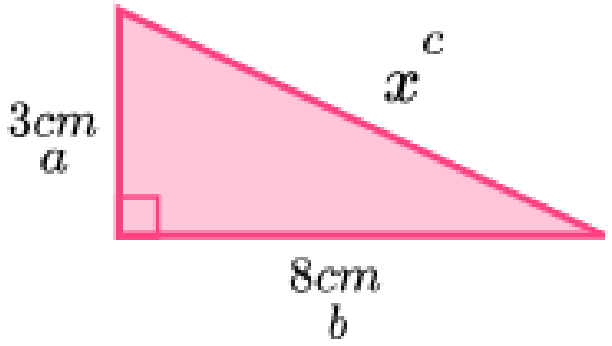
$$3^2 + 8^2 = x^2$$

$$x^2 = 3^2 + 8^2$$

$$x^2 = 9 + 64$$

$$x^2 = 73$$

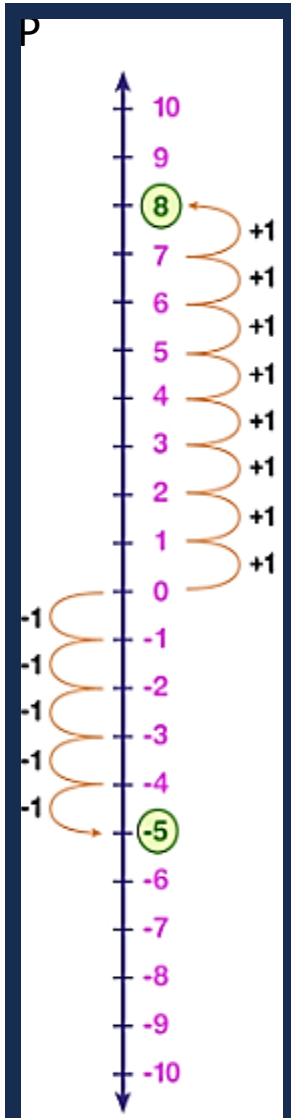
$$x = \sqrt{73}$$

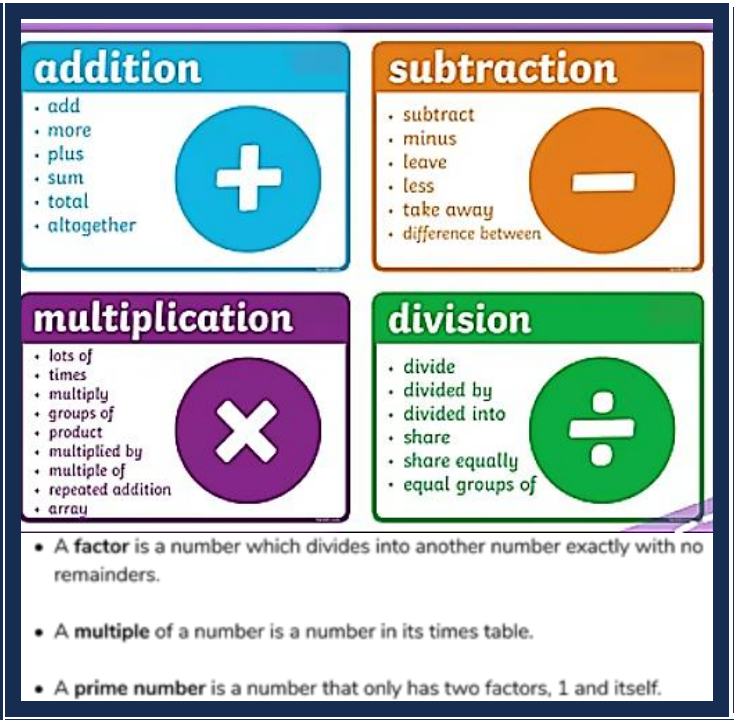


$$x = \sqrt{73} = 8.5440037\ldots$$

$x = 8.54$cm to 2 decimal places

Maths Quick Reference: Number Skills





X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Adding and Subtracting Decimals

Adding and subtracting decimals is the skill of carrying out a calculation involving decimal numbers correctly by understanding place value.

When adding or subtracting with decimals we can use the column method; special care must be taken to ensure that the **decimal points line up** with each other.

Example $12.5 + 6.23$

$$\begin{array}{r} 12.50 \\ 6.23 + \\ \hline 18.73 \end{array}$$

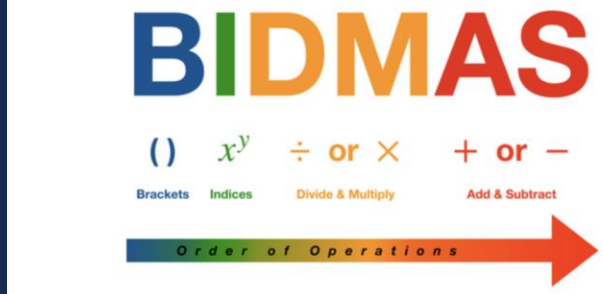
You may find it useful to fill any "empty" spaces on the ends of numbers with zeros

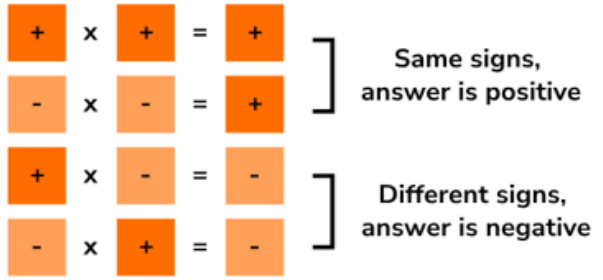
Decimal points lined up.

THIRD SPACE LEARNING

Decimal points lined up	(Incorrect) Lining up the digits from the right hand side
$\begin{array}{r} 12.5 \\ 6.23 + \\ \hline 18.73 \end{array}$ ✓	$\begin{array}{r} 12.5 \\ 6.23 + \\ \hline 72.28 \end{array}$ ✗

Prime numbers: 2, 3, 5 , 7, 11, 13, 17, 19, 23, 29, 31, 37…





Multiplying and Dividing Decimals

Multiplying: Using scaled calculations

Example 0.08×0.3

$\times 100$ $\times 10$

$8 \times 3 = 24$

$24 \div 100 \div 10 = 24 \div 1000$

$= 0.024$

Multiplying: Counting decimal places

Example 0.002×3.1

3dp 1dp

4dp total in the question

Multiply the non-zero digits: $2 \times 31 = 62$

Answer: The digits 62 with 4 dp 0.0062

Dividing: Using equivalent fractions

Example $8.4 \div 0.04$

Multiply the numerator and denominator by powers of 10 to make the denominator an integer.

$\times 100$

$\frac{8.4}{0.04} = \frac{840}{4}$

$\times 100$

$840 \div 4 = 210$

Dividing: Using short division

Example $7.11 \div 3$

Use this method when the divisor (number you're dividing by) is an integer.

$$3\overline{)7.^{1}1^{2}1}\quad 2.37$$

Line up the decimal points.

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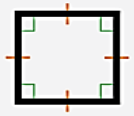
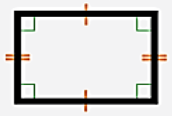
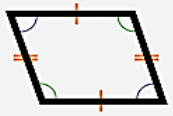
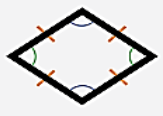
Maths Quick Reference: Geometry & Measures

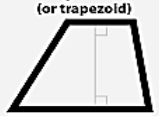
Quadrilaterals

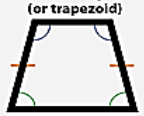
Square

Four sides of equal length, four internal right angles.

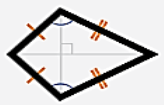
Rectangle

Four internal right angles, opposite sides of equal length.

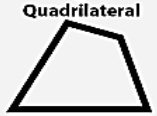
Parallelogram

Opposite sides are parallel and equal in length, opposite angles are equal.

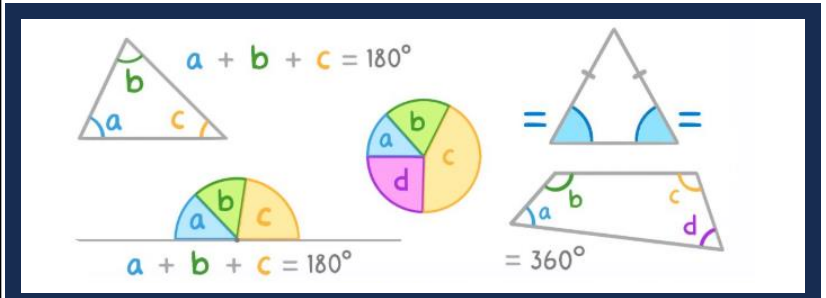
Rhombus

All four sides are the same length, like a square that has been squashed sideways.

Trapezium (or trapezoid)

Two sides are parallel. Side lengths and angles are not equal.

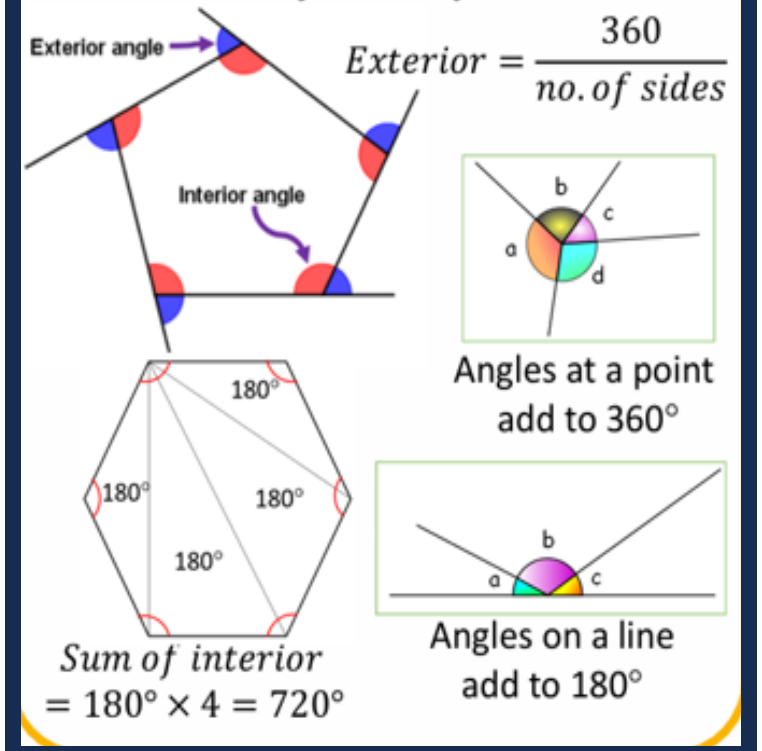
Isosceles Trapezium (or trapezoid)

Two sides are parallel and base angles are equal, non-parallel sides are equal length.

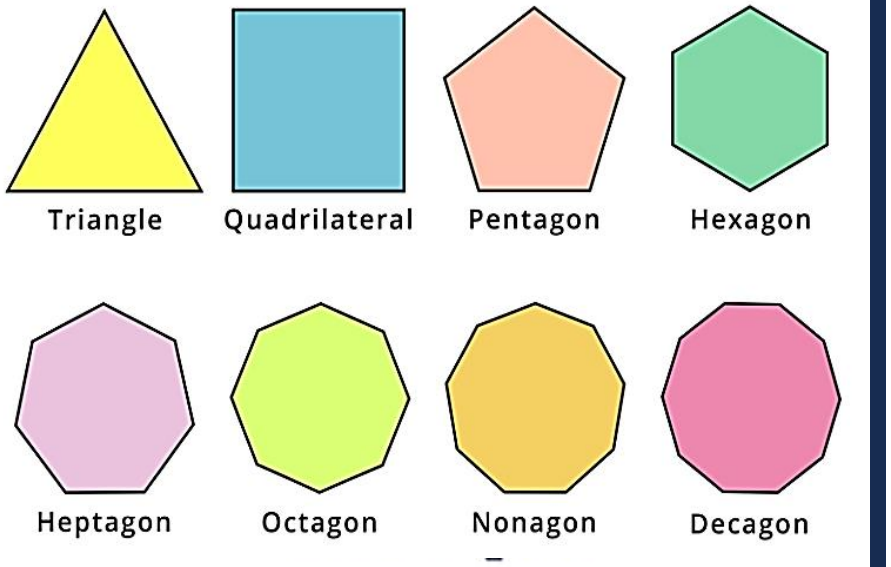
Kite

Two pairs of adjacent sides are of equal length; the shape has an axis of symmetry.

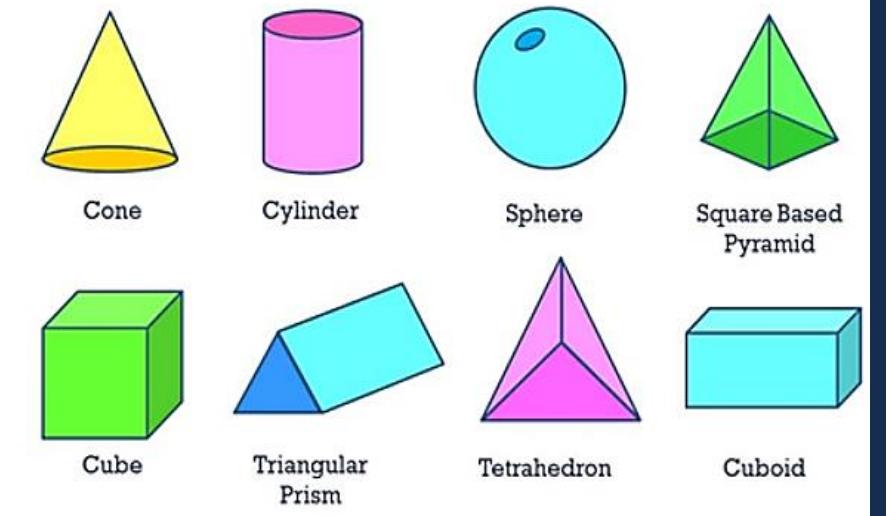
Irregular Quadrilateral

No sides are equal in length and no internal angles are the same.



Key Concepts







Acute angle
Greater than 0° but less than 90°

Reflex angle
Greater than 180° but less than 360°

Obtuse angle
Greater than 90° but less than 180°

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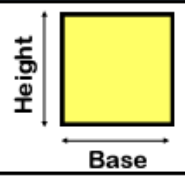
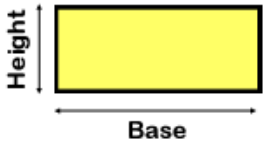
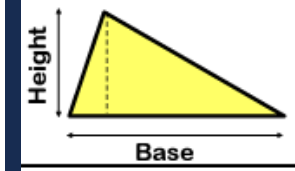
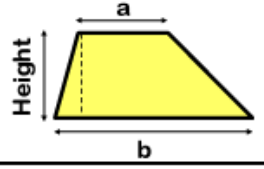
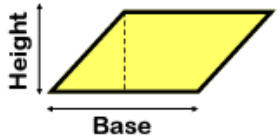
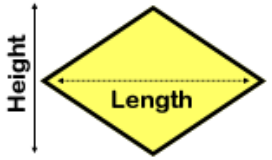
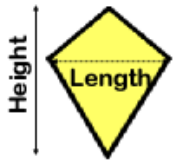
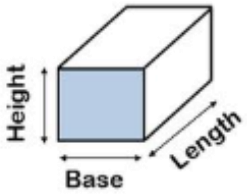
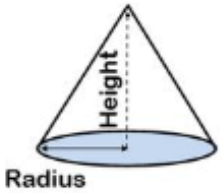
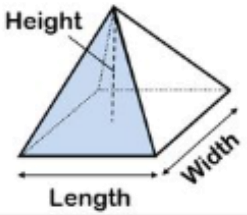
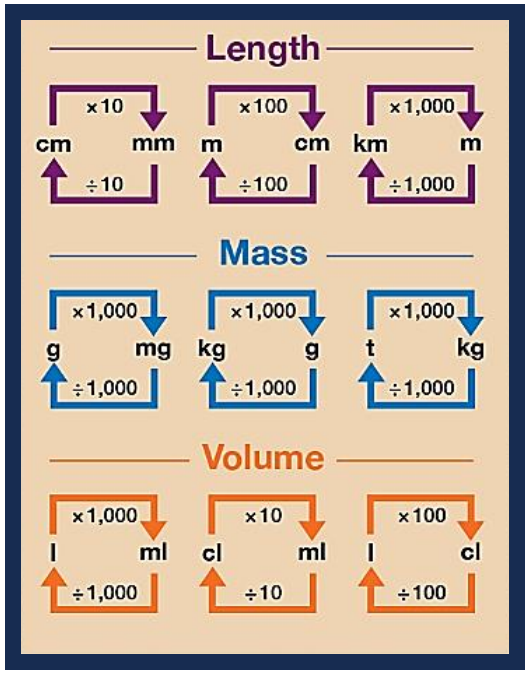
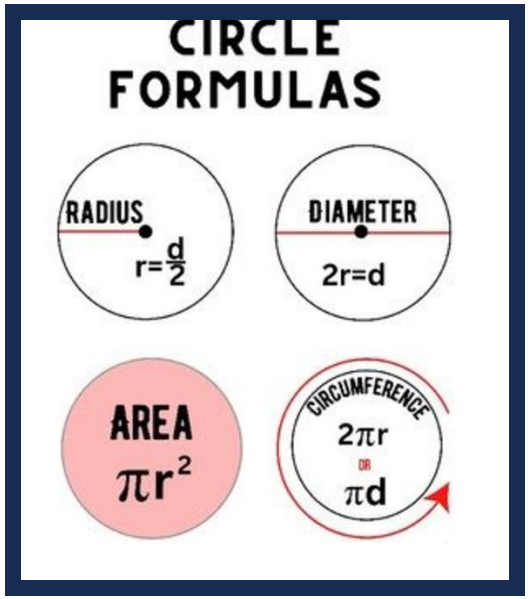
Maths Quick Reference: Geometry (Areas & Volumes)

Shape	Name	Formula for Area
	Square	Base x Height
	Rectangle	Base x Height
	Triangle	Base x Perpendicular Height ÷ 2
	Trapezium	$\frac{(a + b) \times \text{height}}{2}$
	Parallelogram	Base x Perpendicular Height
	Rhombus	Length x Height ÷ 2
	Kite	Length x Height ÷ 2

Shape	Name	Formula for Volume
	Prism	Cross– sectional area x length
	Cone	$\frac{1}{3} \times \pi r^2 \times$ height
	Pyramid	$\frac{1}{3}$ x length x width x height
	Sphere	$\frac{4}{3} \times \pi r^3$





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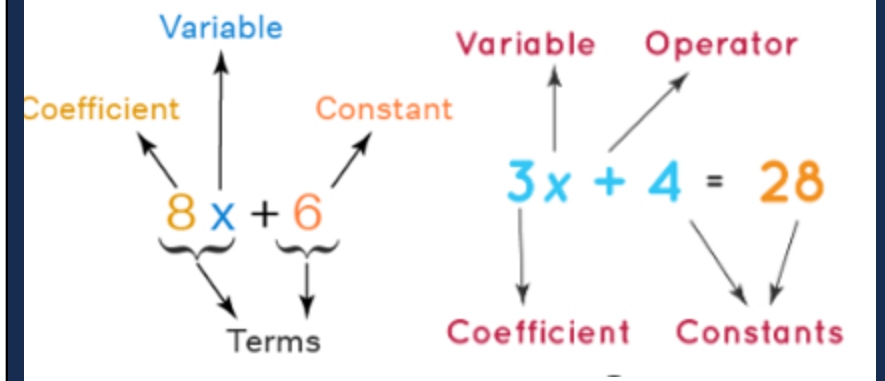
Maths Quick Reference: Algebra Skills



Substitution

Substitution means replacing the variables in an algebraic expression with numerical or algebraic values.

Example

Find the value of $3b + 4$ when $b = 10$

$3b$ means $3 \times b = 3 \times 10 = 30$

So $3b + 4 = 30 + 4 = 34$

Expanding Brackets

Expanding brackets means multiplying each term in the brackets by the expression outside the brackets. It is the reverse process of factorisation.

Examples

Expanding brackets

$3(2x + 1) = 6x + 3$

Factorising

Expanding brackets

$(x + 5)(x + 1) = x^2 + 6x + 5$

Factorising

Collecting Like Terms

Collecting like terms is a way of simplifying algebraic expressions.
To do this we identify the like terms in an algebraic expression and combine them by adding or subtracting.

Example Collect the like terms $3a + 4b + 2a - 2b$

$3a$ and $+2a$ are like terms
$+4b$ and $-2b$ are also like terms, but they are different to the terms with the letter a. The plus or minus sign in front of a term belongs to that term.

$$3a + 4b + 2a - 2b = 3a + 2a + 4b - 2b$$
$$= 5a + 2b$$

Algebraic Notation

Algebraic terms is a system for writing mathematical expressions and equations using letters, symbols, and operations.

Examples

In words	In algebraic notation
2 more than m	$m + 2$
5 less than h	$h - 5$
4 lots of a or $4 \times a$	$4a$
y divided by 3 or $y \div 3$	$\frac{y}{3}$

Numbers and letters written next to each other indicate multiplication.

Divisions are written using fraction notation.

Solving Equations

$6x - 5 = 7$

$+5 \quad +5$

$6x = 12$

$\div 6 \quad \div 6$

$x = 2$

Maths Quick Reference: Statistics and Probability

Mean, Median, Mode

The **mean, median and mode** in maths are averages.

Mean:

Find the total of the values and divide the total by the number of values.

$$\text{mean} = \frac{\text{total}}{\text{number of values}}$$

Median:

Arrange the values in numerical order, from the smallest value to the highest value and find the middle value.

Mode:

Find the most frequently occurring item in the data set.

Mean

7, 3, 4, 1, 7, 6

Sum of numbers divided by the total numbers

Mean = (7+3+4+1+7+6)/6 = 28/6 = 4.66

Median

7, 3, 4, 1, 7, 6

Arrange in order and pick the middle value

1, 3, 4, 6, 7, 7

Median = (4+6)/2 = 5

Mode

7, 3, 4, 1, 7, 6

Most common number

7, 3, 4, 1, 7, 6

Mode = 7

Range

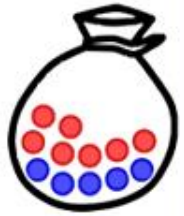
7, 3, 4, 1, 7, 6

Difference between highest and lowest

Range = 7 – 1 = 6

Simple Probability

$$\text{Probabilty} = \frac{\text{Favorable outcomes}}{\text{Total outcomes}}$$



Example:

$P(red) = \frac{7}{12}$ ← Number of red marbles

Total number of marbles (sample space) ←

$P(blue) = \frac{5}{12}$ ← Number of blue marbles

Total number of marbles (sample space) ←

Types of Data

The different **types of data** we need to know are:

- **Primary data** - data collected from an original source
- **Secondary data** - data collected from a secondary source
- **Qualitative data** - non-numerical data
- **Quantitative data** - numerical data
- **Discrete data** - exact values or whole numbers that are not rounded
- **Continuous data** - measurements that are rounded

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English

Our students will:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a
- range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Year 9 – Reading Analysis Scaffold

Writing about texts

Point = The idea you are starting.

The idea of …. is seen…..

Evidence = The part of the text which proves your idea.

because the text says '.....'

Technique = Identify a key word or phrase from your evidence.

The technique *x* suggests…

Effect= Explain what this means and how it impacts the characters/reader in the text.

This makes the reader / audience think that...

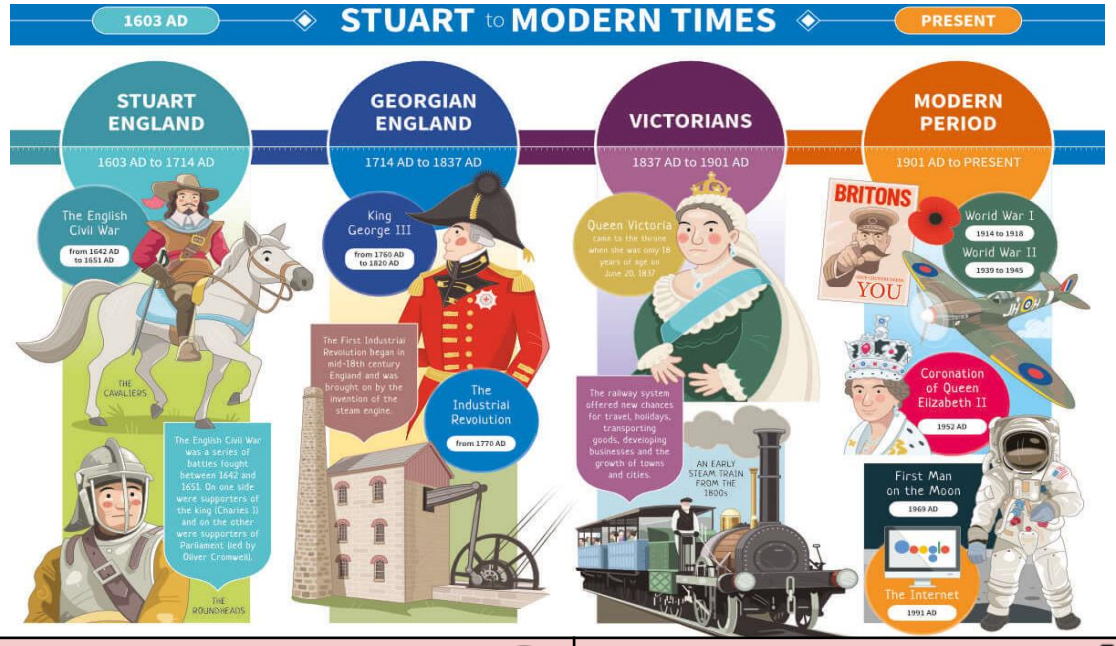
Year 8 Childhood Through Time

The aims of the sequence of learning are to ensure that all students can:

- Compare ideas, thoughts, feelings, attitudes and standpoints.
- Analyse how the techniques impact meaning.
- Select a range evidence from two texts.
- Show a detailed understanding of the different ideas and feelings in both texts

Knowledge

In this unit, you will study non-fiction texts from both the Victorian era and Modern times to compare how elements of childhood has changed through history.



Challenge Activities

Task 1: Research into what life was like for children in the Victorian era. Can you make a poster that outlines:

- Life experience for the working classes, middle classes, upper classes
- Expected behaviours of children in each class
- Experience of life and work

Task 2: Make a Venn diagram to compare and consider the differences between a Victorian child and a modern day child. How are each of their experiences similar/different?

Task 3: Compare how the viewpoint would change if this was an adult or elderly person's experience of the Victorian age vs. Modern day.

Topic Links

This topic links to:

History- Looking at how children have been treated or represented throughout history

English KS4- Prepares students for contextual understanding of GCSE texts (A Christmas Carol and Power and Conflict Anthology Poetry).

P**SHE-** Personality traits and empathy skills, problem solving.

Additional Resources

To further practise and develop your knowledge see:

How to compare non-fiction texts for KS3 English students - BBC Bitesize

Comparing Texts - Question and extracts - Sample exam question and answer - AQA - GCSE English Language Revision - AQA - BBC Bitesize

BBC Bitesize- Videos of childhood in each decade
Childhood through time - KS1 History - BBC Bitesize

Career Focus -

I am a local MP (Member of Parliament). I represent people in my area in Parliament. I listen to concerns from residents, speak up about local issues, and work to improve our community. MPs help make laws, debate important topics, and ensure the government is doing its job properly. They often meet with local groups, attend events, and support individuals needing help with problems like housing or public services. Their role is to be the voice of their community in Parliament.

Year 8 – Childhood Through Time

The aims of the sequence of learning are to ensure that all students can:

- Compare ideas, thoughts, feelings, attitudes and standpoints.
- Analyse how the techniques impact meaning.
- Select a range evidence from two texts.
- Show a detailed understanding of the different ideas and feelings in both texts

Skills

Retrieval Practice

Questions	Answers
What are the features of a letter?	Address, date, Dear Sir/Madam, Yours Sincerely, signature etc.
What are the features of a speech?	a highly engaging and motivational **opening** a well-structured **argument** with several main points that include *objection handling* a dynamic and memorable **conclusion**
What are the features of an article?	Headlines, subheadings, bullet points
What does MADFOREST stand for?	Metaphor, Anecdote/Alliteration, Direct Address, Flattery, Ornate Language, Repetition/Rhetorical Questions, Emotive Language, Superlatives, Triplication (Triples)
When was the Victorian era?	1837 - 1901
Who is Malala Yousafzai?	Malala is a Pakistani female education activist, film and television producer, and the 2014 Nobel Peace Prize laureate at the age of 17.
Which gaol/jail was Oscar Wilde put in?	Reading Gaol/jail
What did the 1834 poor law introduced?	The new Poor Law ensured that the poor were housed in workhouses, clothed and fed. Children who entered the workhouse would receive some schooling. In return for this care, all workhouse paupers would have to work for several hours each day.

Key Skill: Writing about Context

Comparing non-fiction texts can focus on the similarities between the texts - things they have in common. You can also contrast texts and focus on their differences - things that set the texts apart from each other. You could compare and contrast the following:

- **Form** – What types of text (letter, news report, etc) are they?
- **Purpose** – What job (persuading, informing, advertising) is each text doing?
- **Audience** – Who is the intended reader of the text?
- **Subject matter** – What are the texts about?
- **Language choices** – What kinds of words, images or rhetorical devices are being used?
- **Structure** – How is the text ordered?
- **Tone** – What is the overall tone or mood of the writing?
- **Viewpoints and values** – How does each writer view their subject?

Non-fiction texts are all around us and comparing them can help you become more aware of how language is being used in society. Comparing non-fiction texts can often prompt you to notice things that you might not have considered about a text in isolation.

Skills Practice

Task 1: Can you write a letter of content to respond to this statement: 'Homework is too long, difficult and time consuming. Students shouldn't have to spend 4hours each night on home learning: it causes stress.'

Year 8 – Childhood Through Time

The aims of the sequence of learning are to ensure that all students can:

- Compare ideas, thoughts, feelings, attitudes and standpoints.
- Analyse how the techniques impact meaning.
- Select a range evidence from two texts.
- Show a detailed understanding of the different ideas and feelings in both texts

Vocabulary - You will be tested on five words per week as part of your home learning.

Keyword	Definition
Victorian	The historical period during the reign of Queen **Victoria**, from 20 June 1837 until her death on 22 January 1901.
Enlighten	give (someone) greater knowledge and understanding about a subject or situation
Feral	(especially of an animal) in a wild state, especially after escape from captivity or domestication
Angelic	exceptionally beautiful, innocent, or kind
Vulnerable	exposed to the possibility of being attacked or harmed, either physically or emotionally
Innocuous	not harmful or offensive
Shepherded	give guidance to (someone), especially on spiritual matter
Detain	keep (someone) in official custody, typically for questioning about a crime or in a politically sensitive situation
Incredulous	(of a person or their manner) unwilling or unable to believe something
Privilege	a special right, advantage, or immunity granted or available only to a particular person or group
Warder	a guard in a prison
Remit	cancel or refrain from exacting or inflicting (a debt or punishment).

Keyword	Definition
Resonating	evoking images, memories, and emotions.
Comparison	a consideration or estimate of the similarities or dissimilarities between two things or people
Perspective	a particular attitude towards or way of regarding something; a point of view
hind leg	refers to either of the two legs located at the back part of a four-legged animal's body
Testimony	evidence or proof of something
Barbarity	extreme cruelty or brutality
Vigorous	strong, healthy, and full of energy
Virtue	behaviour showing high moral standards
Abducted	take (someone) away by force or deception; kidnap
Unscrupulous	having or showing no moral principles; not honest or fair
Trafficking	unlawfully transport or coerce (someone) in order to benefit from their work or service, typically in the form of forced labour or sexual exploitation

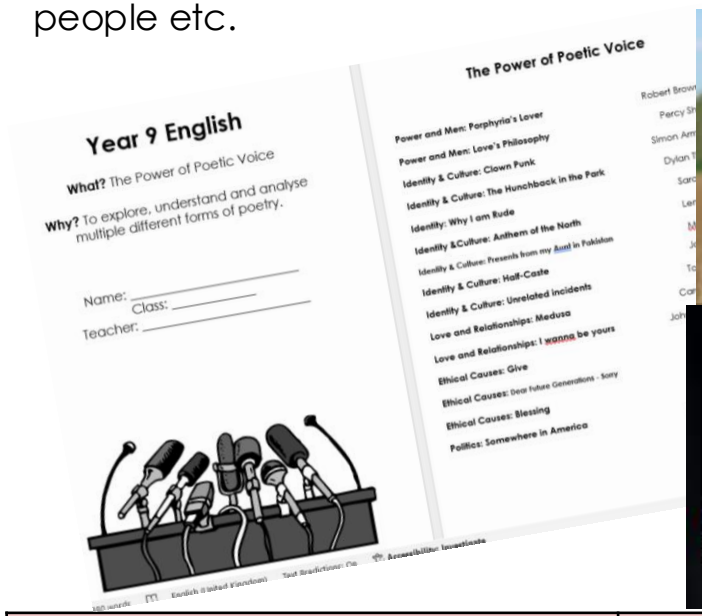
Year 9 – Poetry and Power

The aims of the sequence of learning are to ensure that all students can:

- **Create a critical response to a poem**
- **Use quotes and evidence**
- **Analyse the language techniques and their effects**

Knowledge

In this unit, you will study a variety of Unseen Poems and considering how they demonstrate power, offer a voice to those that are powerless, consider societal judgement of powerless or powerful people etc.



Topic Links

This topic links to:

English Literature – Poetry both Unseen and Anthology Poetry

Victorian Literature – discussions of movements, features and contextual factors.

Literary non-fiction through identifying a viewpoint, perspective and ideas about a crucial topic that impacts society.

Additional Resources

To further practise and develop your knowledge see:

Sample Unseen Poetry Questions
https://lawnmanor.org/wp-content/uploads/2022/10/Unseen-Poetry-Learning-Booklet-1-2022-23-v1-1.pdf

How to analyse Unseen Poems
https://www.bbc.co.uk/bitesize/guides/zs4rg82/revision/3

Challenge Activities

Task 1:
Click on the first additional Resources link and practice the following question: In 'Woman Work' how does the poet present the speaker's feelings about her life?

Task 2:
Can you read, revise, think about the different structures of poems that we have looked at so far in KS3? What can you remember about the structure of: a Haiku, a Limerick, an acrostic, a sonnet, a ballad.

Task 3: Can you research into the contextual movements, features, times of some of the literary periods such as: the Romantics, Enlightenment, the Renaissance, Victorian poets etc.

Career Focus - Script Writer

I am a Script Writer. I write speeches for business leaders, politicians, and others who must speak in front of an audience. The important part of a speech is heard, not read, which means I must think about audience reaction and rhetorical effect to convince them and consider if this is what is needed for delivery.

Year 9 – Poetry and Power

The aims of the sequence of learning are to ensure that all students can:
- Create a critical response to a poem
- Use quotes and evidence
- Analyse the language techniques and their effects

Skills

Retrieval Practice

Questions	Answers
What is a dramatic monologue?	a poem written in the form of a speech of an individual character.
What are the conventions of a sonnet?	A sonnet is a 14-line poem, typically written in iambic pentameter, with a specific rhyme scheme.
Name two famous poets of the Romantic Period	Percy Shelley and William Blake
What is the difference between a haiku and a limerick?	A haiku is a three-line poem with a 5-7-5 syllable pattern, often focusing on nature, while a limerick is a five-line humorous poem with an AABBA rhyme scheme.
What is a rhyme scheme?	A rhyme scheme is the pattern of rhymes at the end of each line of a poem, typically represented by letters (e.g., ABAB).
What is the meaning of the term "enjambment" in poetry?	Enjambment is the continuation of a sentence or phrase beyond the end of a line or stanza in poetry.
What is free verse poetry?	Free verse is a type of poetry that does not follow a regular meter or rhyme scheme.

Key Skill: Reading Analysis

To analyse poetry, we use the following metacognitive techniques to help guide our ideas and understanding of the poem.

Poetry Comprehension 5 Ws	**Who?** *Who is speaking? Who is being addressed?* **What?** *What event is being described?* **Where?** Where are the ideas set? **When?** *Time / Past memories & present feelings?* **Why?** *Why has the poet created these ideas? What was their intention?*
Essay Paragraph structure	**S**tatement, **E**vidence/method, **I**nfer, **Z**oom, **E**ffect
SLIMS	**S**tructure, **L**anguage, **I**magery, **M**ovement, **S**ound

Skills Practice - Writing

Task 1: Re-call from Year 7 your knowledge of structures of poems. Can you revise, think, write a poem in the style of: a Haiku, a Limerick, an acrostic, a sonnet, a ballad?

Task 2: Can you write your own Spoken Word Poem on one of the following topics: environment, education, fast fashion etc.

Task 3: Using your knowledge of analysing poetry, write a poem of your own.

Year 9 – Poetry and Power

The aims of the sequence of learning are to ensure that all students can:
- Create a critical response to a poem
- Use quotes and evidence
- Analyse the language techniques and their effects

Vocabulary: You will be tested on five words per week as part of your home learning.

Keyword	Definition
Anaphora	the repetition of a word or phrase at the beginning of successive clauses.
Assonance	the repetition of the same or similar vowel sounds within words, phrases, or sentences.
Caesura	a break or pause in the middle of a line of verse.
Connotation	an idea or feeling which a word invokes for a person in addition to its literal or primary meaning.
Denotation	the literal or primary meaning of a word.
Dramatic Monologue	a poem written in the form of a speech by an imagined character, where they describe a series of events.
Enjambment	the continuation of a sentence without a pause beyond the end of a line, couplet, or stanza.
Imagery	visually descriptive or figurative language, especially in a literary work.
Juxtaposition	the fact of two things being seen or placed close together with contrasting effect.
Poetic Form	a set of rules that dictate the rhyme scheme, structure, rhythm, and meter of a poem.

Keyword	Definition
Plosives	a plosive speech sound. The basic plosives in English are t, k, and p (voiceless) and d, g, and b.
Rhythm	the measured flow of words and phrases in verse or prose as determined by the relation of long and short or stressed and unstressed syllables.
Rhyme	correspondence of sound between words or the endings of words, especially when these are used at the ends of lines of poetry.
Romanticism	a literary and artistic movement marked chiefly by an emphasis on the imagination and emotions.
Sibilance	a figure of speech in which a hissing sound is created within a group of words through the repetition of "s" sounds.
Sonnet	a poem of fourteen lines using any of a number of formal rhyme schemes, in English typically having ten syllables per line.
Speaker	the voice of the poem, similar to a narrator in fiction.
Stanza	a group of lines forming the basic recurring metrical unit in a poem; a verse.
Syllable	A syllable is a part of a word that contains a single vowel sound and that is pronounced as a unit.
Symbolism	an artistic and poetic movement using symbolic images and indirect suggestion to express mystical ideas, emotions, and states of mind.
Volta	Italian word for "turn." In a sonnet, the volta is the turn of thought or argument.

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Science

Our students will:

- develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics
- develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

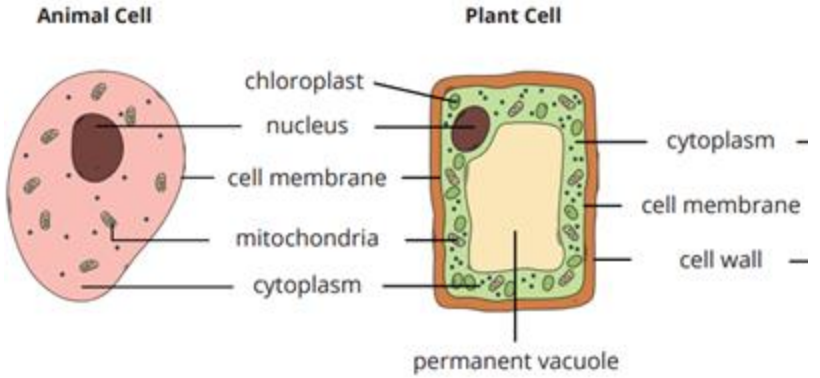
Year 9 Cells

The aims of the sequence of learning are to ensure that all students can:
- Describe the structure of different types of cells (animal, plant, bacterial and specialised)
- Explain how to use a microscope to observe cells

Keyword	Definition
Cell	Basic unit of life.
Cell membrane	Controls the movement of substances in and out of the cell.
Nucleus	Contains genetic information and controls the activity of the cell
Cytoplasm	Jelly-like substance where chemical reactions take place.
Mitochondria	Where respirations takes place. Releases energy.
Chloroplasts	Contains the green pigment chlorophyll, the site of photosynthesis.
Vacuole	Contains cell sap and supports the cell.
Cell wall	Provides support to plant cells.
Specialised cell	Cells designed to carry out a particular role in the body.
Diffusion	The movement of particles from an area of high concentration to an area of low concentration.
Active transport	The movement of particles from an area of low concentration to an area of high concentration.
Osmosis	The movement of water from an area of high concentration to an area of low concentration, through a partially permeable membrane.

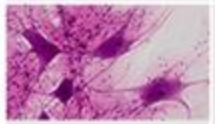
Key Concepts

Cell structure

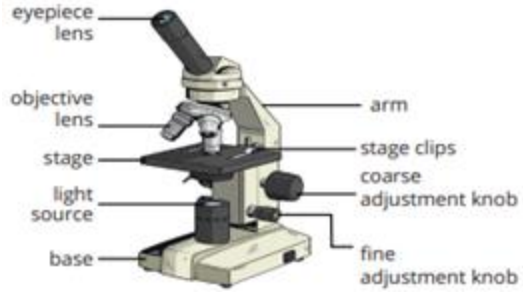


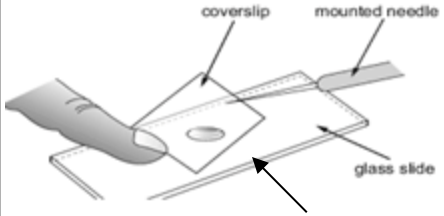
Specialised Cells

Humans are multicellular. That means we are made of lots of cells, not just one cell. The cells in many multicellular animals and plants are specialised, so that they can share out the processes of life. They work together like a team to support the different processes in an organism.

Image	Type of animal cell	Function	Special features
	Red blood cells	To carry oxygen	• Large surface area, for oxygen to pass through • Contains haemoglobin, which joins with oxygen • Contains no nucleus
	Nerve cells	To carry nerve impulses to different parts of the body	• Long • Connections at each end • Can carry electrical signals

Using a light microscope

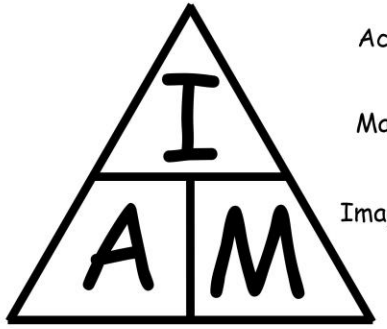




cells with a drop of dye (iodine)

Method:
- Prepare a slide.
- Plug in microscope and turn on light.
- Place slide on stage and hold with clips.
- On the lowest magnification objective lens move the stage as close to the lens as possible
- Focus the image
- Then turn up the magnification by turning to a higher power objective lens.

Calculating Magnification



$$\text{Actual Image} = \frac{\text{Image Size}}{\text{Magnification}}$$

$$\text{Magnification} = \frac{\text{Image Size}}{\text{Actual Image}}$$

$$\text{Image Size} = \text{Actual} \times \text{Magnification}$$

Year 9 Cells

The aims of the sequence of learning are to ensure that all students can;

- Describe the structure of different types of cells (animal, plant, bacterial and specialised)
- Explain how to use a microscope to observe cells

Retrieval Practice

Questions	Answers
What is a cell?	Cells are the basic building blocks of all living organisms.
What is an organelle?	Specialised structures that perform various jobs inside cells.
What is the function of the nucleus?	Contains genetic information (DNA) that controls cell activities.
What is the function of the cell membrane?	To control what enters and leaves the cell.
What is the function of the cytoplasm?	Where chemical reactions take place.
What is the function of mitochondria?	The site of respiration - where energy is released.
What is the function of the cell wall?	To strengthen and support plant cells.
What is the function of chloroplasts?	Contains chlorophyll to absorb light energy for photosynthesis.
Which organelles are present in both animal and plant cells?	Nucleus, Cell membrane, Cytoplasm, Mitochondria,
Which organelles are present in plant cells but not in animal cells?	Chloroplasts, Cell wall, Vacuole.
How is a red blood cell adapted to its function?	No nucleus, large surface area and contains haemoglobin to allow the red blood cell to transport oxygen around the body.
How do you calculate magnification?	You use the equation magnification = image size / actual size

Career Focus - Where could this take you?

I am a pathologist. This is a medical healthcare provider who examines bodies and body tissues, I am also responsible for performing lab tests. I help other healthcare providers reach diagnoses and I play an important role in the treatment team. I could work in an NHS or private hospital or in a laboratory. My job is exciting and fulfilling because I get to use my problem solving and analytical skills to come up with a better solution to fight viruses, infections, and other life-threatening conditions.

Challenge Activities

1. Make flashcards for the definitions and retrieval practice questions.
2. Make a mindmap for this topic. Remember to include keywords and the links between information.
3. Research specialised cells found in both animals and plants and turn the information into a leaflet.
4. Research how a bacterial cell is different to a plant or animal cell.
5. Find out more about pathologists and what they do. What qualifications would you need for this career? What current research is being done? What is the salary?
6. Construct a fact file about a famous historical scientist that helped us to understand more about cells.

Topic Links

This topic links to other science topics such as

- Scientific Skills
- Organisation
- Energy

We will also be practising how to

- Carry out practicals safely
- Write descriptively to compare cells

Additional Resources

Educake - https://www.educake.co.uk/

BBC Bitesize - https://www.bbc.co.uk/bitesize/guides/zpqpqhv/revision/1

YouTube Cognito - https://www.youtube.com/watch?v=QCCp-Y_-7J0
https://www.youtube.com/watch?v=qHkUOlC8Nbo

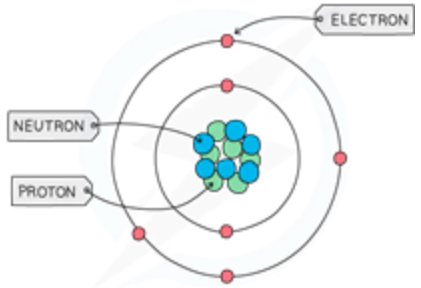
Year 9 Atoms and the Periodic Table

The aims of the sequence of learning are to ensure that all students can:
- Describe the structure of an atom and calculate RAM
- recall how the atomic model and periodic table was developed

Keyword	Definition
Atom	The smallest unit of matter.
Element	A substance made up of only one type of atom.
Compound	Contains two or more different elements that are chemically bonded together.
Mixture	Contains two or more different substances that are not chemically joined together.
Proton	Positively charged particle in the atom.
Neutron	Neutral particle in the atom.
Electron	Negatively charged particle in the atom.
Subatomic particle	Particles that make up the atom.
Nucleus	The centre of the atom, containing protons and neutrons.
Periodic table	A table of elements which are organised into groups and periods.
Group	A column on periodic table (all elements in the same group have similar properties).
Period	A row on the periodic table.
Properties	Characteristics or features of something.

Key Concepts

Atomic Structure



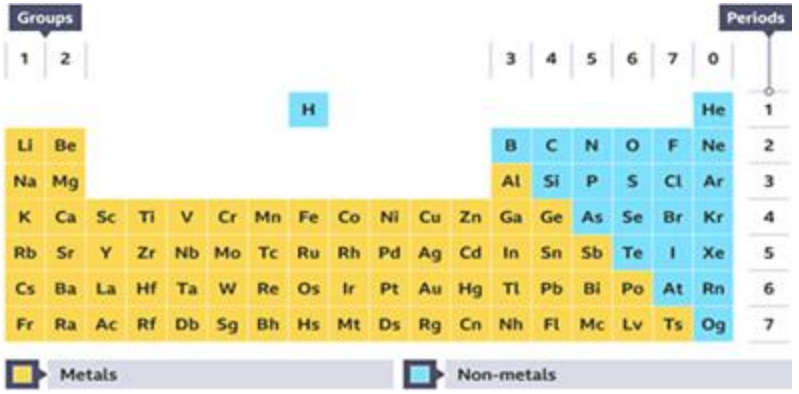
Overall, atoms have no charge (they are neutral). This is because they have the same number of protons (+1 charge) and electrons (-1 charge).

Particle	Relative Mass	Charge
proton	1	+1
neutron	1	0
electron	Very small	-1

Located in the nucleus

Located in the electron shells

Periodic Table



Substances

Element Compound Mixture

The properties of a compound are **different** to that of the elements that make it up.
For example, iron (element) is magnetic but iron sulphide (compound) is not magnetic.

Number of Subatomic Particles

Number of protons and neutrons

mass number → 4

atomic number → 2

He ← element symbol

Number of protons (same number of electrons

Worked example (sodium):

$^{23}_{11}Na$

Protons = 11
Neutrons = 23 - 11 = 12
Electrons = 11

Year 9 Atoms and the Periodic Table

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The aims of the sequence of learning are to ensure that all students:
- Describe the structure of an atom and calculate RAM
- recall how the atomic model and periodic table was developed

Retrieval Practice

Questions	Answers
What is an atom?	The smallest unit of matter.
What is an element?	A substance made up of only one type of atom.
What is a compound?	Contains two or more different elements that are chemically bonded together.
What is a mixture?	Contains two or more different substances that are not chemically joined together.
What is the structure of an atom?	Protons and neutrons located in the nucleus, with electrons in electron shells.
What is a subatomic particle?	A particle that makes up the atom.
What is the charge, mass and location of a proton?	Charge = +1, Mass = 1, Location = nucleus.
What is the charge, mass and location of a neutron?	Charge = 0, Mass = 1, Location = nucleus.
What is the charge, mass and location of an electron?	Charge = -1, Mass = very small, Location = shell
What does the mass number tell you?	Number of protons + neutrons an element has.
What does the atomic number tell you?	Number of protons an element has.
What is the overall charge of an atom?	An atom has no charge because it has an equal number of protons (+1) and electrons (-1).
How is the periodic table arranged?	In groups and periods (elements in the same group all have similar properties).

Career Focus - Where could this take you?

I am a chemical engineer. My job is to changing the chemical, biochemical and physical state of a substance to turn it into something else, such as making plastic from oil. I need to understand how to alter raw materials into required products, while taking into consideration health and safety and cost issues. My main workplace is in a lab, office or processing plant develop raw materials into a range of useful products. A career in the field will see you creating petrochemicals, medicine and plastics.

Challenge Activities

1. Make flashcards for the definitions and retrieval practice questions.
2. Make a mind map for this topic. Remember to include keywords and the links between information.
3. Research how the periodic table was created? What scientists were involved?
4. Make a 3D model of an atom (showing the subatomic particles)
5. Find out more about chemical engineers and what they do. What qualifications would you need for this career? What is the average salary?
6. Research the history of the atomic model? What were the previous models? How do we know the atom looks the way we think it does?

Topic Links

This topic links to other science topics such as:
- Bonding
- States of matter
- Radiation
- Chemical reactions

Additional Resources

Educake - https://www.educake.co.uk/

BBC Bitesize - https://www.bbc.co.uk/bitesize/topics/zcckk2p

YouTube Cognito -
https://www.youtube.com/watch?v=fN8kH9Vvqo0
https://www.youtube.com/watch?v=jBDr0mHyc5M

Year 9 Energy

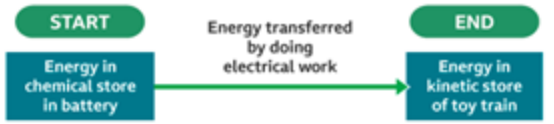
The aims of the sequence of learning are to ensure that all students:
- Understand and calculate energy stores and transfers
- Compare renewable and non-renewable energy sources

Keyword	Definition
Energy store	Type of energy. Energy is measured in Joules (J).
Kinetic energy	Anything moving has energy in its kinetic store (faster = more energy).
Gravitational potential energy	Anything that has mass and is in a gravitational field (higher up = more energy).
Chemical energy	Anything that can release energy by a chemical reaction (examples include food and fuels).
Elastic potential energy	Anything that can be stretched or compressed.
Thermal energy	Every object has thermal energy (higher temperature = more energy).
Energy transfer	When energy moves from one store to another.
Heat transfer	Energy transfer between hot and cold objects.
Electrical transfer	Energy transfer when a charge (current) moves.
Radiation transfer	Energy transfer through light/sound.
Mechanical transfer	Energy transfer when an object moves due to a force.
Renewable	Naturally replenished (will not run out), for example solar panels and wind turbines.
Non-renewable	Not naturally replenished (will run out), for example fossil fuels.

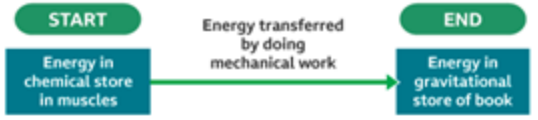
Key Concepts

Energy transfers

Example 1: Battery powered train



Example 2: Person moving a book to a high shelf



Law of Conservation of Energy

The law of conservation of energy states that energy **cannot** be **created** or **destroyed**, it can **only** be **transferred** from one store to another.

When energy is transferred, it can be **dissipated**. This is where energy is **'wasted'** by being transferred to the **surroundings**. Energy becomes stored in less useful ways, e.g. as thermal energy.

Energy efficiency

How good a device is at transferring energy input to useful energy output is called **efficiency**. The more efficient a device is, the less energy it will waste.

$$\text{EFFICIENCY} = \frac{\text{USEFUL POWER OUTPUT}}{\text{TOTAL POWER INPUT}} \times 100$$

Energy resources

FOSSIL FUELS (NON-RENEWABLE)

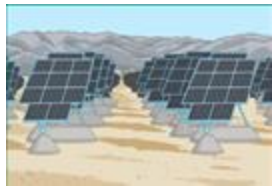
Coal, oil and gas are all fossil fuels. They are formed from dead remains over millions of years. They are burnt which produces thermal energy used to turn a generator and make electricity.

+ Reliable
+ Releases energy quickly
+ Can be used in vehicles as fuel

- Will run out
- Releases carbon dioxide
- Extraction can run landscapes

SOLAR PANELS (RENEWABLE)

They use the sunlight to produce an electrical current.



+ No pollution
+ No fuel costs
+ Can be used in remote locations

- Unreliable
- Expensive to set up
- Can only be used in daytime

WIND TURBINES (RENEWABLE)

Wind turns the blades which turns a generator, this produces electricity.

+ No pollution
+ No fuel costs
+ Minimal running costs

- Unreliable
- Spoils the view
- Can only be used when it is windy

Year 9 Energy

The aims of the sequence of learning are to ensure that all students:

- Understand and calculate energy stores and transfers
- Compare renewable and non-renewable energy sources

Retrieval Practice

Questions	Answers
What is kinetic energy?	Anything moving has energy in its kinetic store (faster = more energy).
What is thermal energy?	Every object has thermal energy (higher temperature = more energy).
What is elastic potential energy?	Anything that can be stretched or compressed.
What is gravitational potential energy?	Anything that has mass and is in a gravitational field (higher up = more energy).
What is chemical energy?	Anything that can release energy by a chemical reaction (examples include food and fuels).
What are the 4 methods of energy transfer?	Heat, electrical, radiation, mechanical.
What is unit of measurement for energy?	Joules (J).
What is the law of conservation of energy?	Energy cannot be created or destroyed; it can only be transferred from one store to another.
What does the efficiency tell you about a device?	How much of the input energy is transferred usefully and how much is wasted.
What does renewable mean?	It is naturally replenished (will not run out).
What does non-renewable mean?	It is not naturally replenished (will run out).
What are the disadvantages of using fossil fuels?	It is non-renewable so will run out, it releases carbon dioxide and extraction can ruin landscapes.
What are the advantages of solar panels?	It is renewable so will not run out, there is no pollution or fuel costs and has minimal running costs.

Career Focus - Where could this take you?

I am a welder. My job is to use high heat to fuse materials, creating strong, durable bonds between them. I must decide the best techniques to use on different materials to quickly create strong and safe joins. Welders are required in most sectors so my workplace could be in a workshop, in a factory, on a construction site, on a demolition site or even on an oil rig. Welding combines the mental satisfaction of exacting technical standards with the physical rewards of precise handcrafting.

Challenge Activities

1. Make flashcards for the definitions and retrieval practice questions.
2. Make a mind map for this topic. Remember to include keywords and the links between information.
3. Research the latest innovations in renewable energy. What is currently being developed and how does it work?
4. Make a poster about energy transfers.
5. Find out more about welders and what they do. What qualifications would you need for this career? What is the average salary?
6. Research the famous scientist Thomas Edison (1847-1931) and how he influenced and improved our understanding of energy. What contributions to society did he make?

Topic Links

This topic links to other science topics such as:

- Digestive system
- Types of pollution

We will also be learning how to create a sustainable future and economy.

Additional Resources

Educake - https://www.educake.co.uk/

BBC Bitesize – https://www.bbc.co.uk/bitesize/topics/z89ddxs

YouTube Cognito - https://www.youtube.com/watch?v=JGwcDCeYRYo&list=PLidqqIGKox7UVC-8WC9djoeBzwxPeXph7

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Humanities

Our students will:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

Year 9: The First World War

The aims of the sequence of learning are to ensure that all students can:

- identify the long- and short-term causes of World War One.
- explore and explain the sequence of events that led to the start of war after the 'spark'.
- explain what trench warfare was, including the advantages and disadvantages, structure of a trench and weapons used.

Keyword	Definition
Causes	Something or someone that brings about a result or effect.
Nationalism	The belief that your country is better than anyone else's.
Alliances	Two or more countries who agree to support each other when needed.
Empires	A group of territories / colonies controlled by another country and one ruler.
Imperialism	The desire to take over and conquer other countries.
Arms Race	A competition between two or more countries to have the best armed forces. This normally involves recruiting and training more soldiers and developing new, better weapons.
Assassination	The act of murdering a usually important person by a surprise or secret attack.
Mobilise	Prepare and organise troops or soldiers and weapons.
Military	Anything relating to the army and armed forces.
Trenches	Long, deep ditches dug as protective defenses in war
Conditions	Environment, circumstances or factors affecting the way in which people live or work and their well-being.
Strategy	A plan of action aimed to achieve a long-term goal.
Bloody	Describing a situation or event as bloody means it was violent and many people were killed.
Useful	A judgement about how relevant or helpful a particular source is in providing information about the topic being studied.
Provenance	A term used for a source's 'background'; nature, origin and purpose.

Key Concepts

The M.A.I.N Long Term Causes of World War One	
Militarism	People were proud of their countries and wanted strong armies and navies to show off their strength. To make sure that theirs were the best, countries increased their spending on bigger and better armies and got caught up in an arms race. Many countries had overseas Empires and needed a large army and navy to protect and control their colonies. However, if countries fell out, temptation to use those weapons was always there.
Alliances	Militarism meant that countries were growing very suspicious of each other and wanted to protect themselves from possible attack. A good way to achieve this was to make an alliance with another powerful country that would promise military support in case of war. Europe split into two alliances: Germany, Austro-Hungary and Italy formed the Triple Alliance and Britain, France and Russia formed the Triple Entente.
Imperialism	Britain had conquered lots of land all over the world by 1914 and had a huge Empire. Other nations wanted big Empires too – a desire known as imperialism. The race to gain control of other colonies, particularly in Africa, led to tension and rivalry among European countries. They began to see each other as a threat to their overseas possessions, so thought war was the only way to remove this threat permanently.
Nationalism	From the middle of the 19th century, people started to take great pride in their countries.. Many nations did not have their own countries like Czechs, Hungarians and Slovaks in central Europe or Bosnians and Greeks in the Balkans. They felt it was time for them to become independent and they were willing to fight for it.

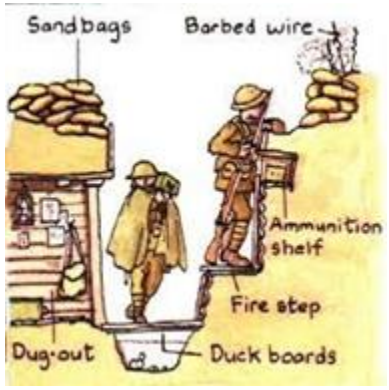
World War One Alliances 1914

Short Term Cause of World War One – The Spark:

The 'spark' which led to a sequence of events and the breakout of war was the assassination of the heir to the Austro-Hungarian throne; Archduke Franz Ferdinand on 28th June 1914. Austro-Hungary now wanted revenge…

Trench warfare - Life in the Trenches

Trenches could be very wet, muddy and smelly. There were many dead bodies buried nearby and the latrines (toilets) sometimes overflowed into the trenches. It was not just the toilets that were an issue, there were many other problems in the trenches including; Trench foot, lice and rats… We will look at the issues these caused in our lessons.



Year 9: The First World War

The aims of the sequence of learning are to ensure that all students can:

- explore why many young men decided to join up and fight in France.
- reach a judgement on whether it was fair to deem Conscientious Objectors as cowards.
- analyse various sources and decide how useful they are for explaining why the Somme was so 'bloody'.

Retrieval Practice:

Questions:	Answers:
Name the three countries in the Triple Alliance:	Germany, Austria-Hungary and Italy.
Name the three countries in the Triple Entente:	Britain, France and Russia.
Who was the leader of Germany at the start of World War One?	Kaiser Willhelm II.
Tell me **one** long term cause of World War One and explain how it would lead to war:	Militarism this meant that countries were growing very suspicious of each other and wanted to protect themselves from possible attack.
What significant event happened on 28th June 1914?	The assassination of Archduke Franz Ferdinand.
Tell me **one** design feature of a trench and what it was used for:	Fire step – to stand on and shoot from.
Tell me **two** weapons used by soldiers during World War One:	Rifle and Bayonet.
What new weapon was used for the first time during the Battle of the Somme	Tanks.
Tell me **one** way the conditions in the trenches were poor for soldiers:	Rats spread diseases, such as Cholera and Trench foot from the cold and damp.
What was signed to end World War One and on what date?	The Armistice on 11th November 1918.

Career Focus - Where could this take you?

I am a Barrister: My job is to represent clients and argue their cases in Court. To prepare for court cases I need to conduct legal research, gather evidence from my client and their solicitor, then put together an argument to ensure the outcome of proceedings goes in favour of my client. I am a very confident speaker as I need to present my client's case with conviction. I am also good at analysing, problem-solving, ensuring attention to detail and managing projects. It is vital I have good written communication skills too.

Challenge Activities

1. Research what happened to your relatives during World War One. There are several ways of doing this – speak to your teacher for extra guidance:
   - Talk to your family members; it's quite possible that someone in your family has already undertaken some family History research and knows what your relatives did during WWI.
   - Use the War Graves website to find out if any of your relatives died in the war and if so, where they are buried, what date they died and what battle they were fighting in.
   - If you can't find anything about a relative, you could research the relatives of celebrities or look for someone who won a medal such as the Victoria Cross.
2. Write a newspaper article about one of the key battles in World War One. Make sure you include key information, interviews with soldiers who survived and pictures.

Topic Links

This topic links to other history topics such as:

- Weimar Germany
- The Roman Empire

We will also be practicing how to

- Create a balanced argument
- Hold a class debate *(Voice 21).*

Additional Resources

Commonwealth War Graves website:

Battles of WWI:

Year 9: World War Two

The aims of the sequence of learning are to ensure that all students:

- Explore how the Nazis treated minority groups in Germany.
- Explain why life in Nazi Germany could be seen as positive and negative between the years 1933 to 1939?
- Analyse the causes of World War Two and the consequences of Hitler's actions.
- Evaluate the key events and battles of World War Two and their significance.

Keyword	Definition
Causes	The reason an event happened.
Dictator	A political leader who has total control and power over a country.
Communism	Communism is a type of government. In a Communist system, individual people do not own land, factories, or machinery. Instead, the government or the whole community owns these things. Everyone is supposed to share the wealth that they create.
Lebensraum	Living Space - the land Nazis believed was required in order to grow and flourish.
Appeasement	When Britain and France gave Hitler what he wanted *(appeased him)* to try to avoid war.
Anschluss	German word for 'Union' – Hitler declared an Anschluss between Germany and Austria in 1938.
Blitzkrieg	German attack on enemy targets, means 'lightening war'.
Evacuation	Taking people away from danger.
Persecution	To treat someone cruelly or unfairly especially because of race or religious or political beliefs.
Anti-Semitism	Hostility towards Jews or discrimination against them as a group.
Aryan	Northern Europeans, including Germans, who Hitler believed were the 'Master Race'.
Treaty	An agreement between countries to officially end a war.
Kristallnacht	Night of Broken Glass: attacks on Jews & Jewish property that intensified persecution of Jews in Germany.
Synagogues	Jewish places of worship.

Key Concepts

Causes of WWII: C. Timeline of Hitler's Actions:

1933: Hitler becomes Chancellor of Germany and builds up Germany's armed forces which breaks one of the terms of the Treaty of Versailles.

1936: German soldiers occupy the Rhineland w herethey werenot supposed to go. Other countries, including Britain, did not stop this as the land belonged to Germany. This is the start of **Appeasement** by Britain and France.

1938: Hitler took over Austria, again breaking the Treaty. Britain protested but did nothing.

1938: Hitler threatened w ar with Czechoslovakia if they did not return the Sudetenland to Germany. 3 million Germans lived there. Britain and France agreed that Germany should be allow ed to take the Sudetenland but made Hitler promise not to invade any other countries.

1939: Hitler broke his promise by taking over the rest of Czechoslovakia. He then started to threaten Poland. Poland w as determined to fight Hitler…

1st September 1939: Germany invaded Poland, using 'Blitzkrieg' strategy. Britain and France (Poland's allies) gave notice to Germany to remove their troops from Poland. When they did not, Britain and France declared w ar on **3rd September 1939**.

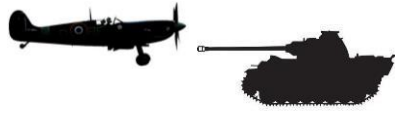
This w as the start of World War 2!

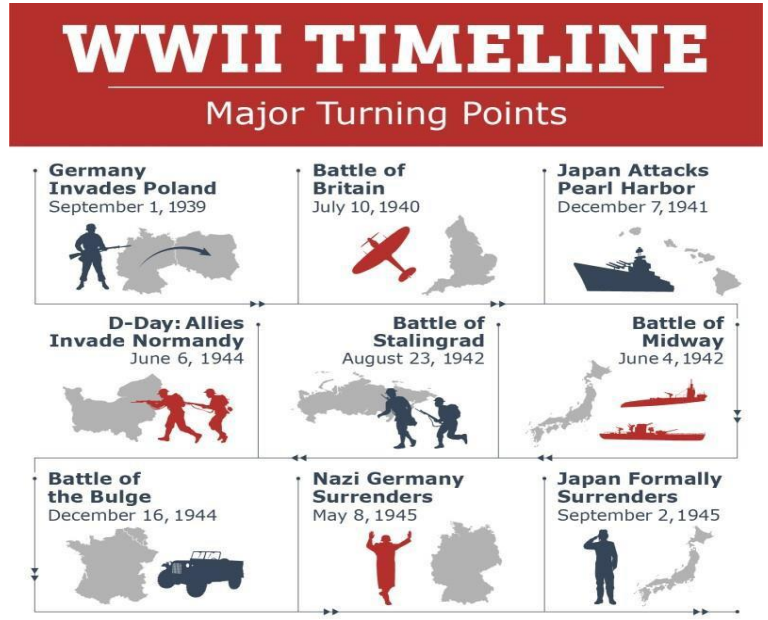
Other Causes of WWII:

Treaty of Versailles: By the 1930's many people believed that Germany had been treated too harshly in the Treaty including Britain. Germany had lost land to create new countries like Poland and Czechoslovakia and Hitler promised to overturn the Treaty of Versailles and reunite all German speaking people in a greater Germany.

Appeasement: The policy of appeasement aimed to prevent another w ar and is linked particularly w ith the British Prime Minister Neville Chamberlain. Many believe he made a mistake by trusting Hitler. Britain and France could have stopped Germany. Opportunities, such as the Rhineland, w ere missed and Chamberlain even negotiated w ith Hitler in Munich to give him the Sudetenland. This prompted the Nazi Soviet Pact.

The Nazi Soviet Pact: Stalin felt alienated by the Munich Agreement and this encouraged him to sign the pact even though he and Hitler hated each other. It w as a truce to agree to share Poland. This w ould help Hitler avoid a war on tw o fronts and give him back up from the USSR. This made him more confident about invading Poland even though Britain and France had promised to protect them.





What was the most important turning point of World War II?

A turning point is a significant moment when events alter in a way that has an impact both in the short and long term. There are many key moments in WWII that had an impact on the outcome of the war.

Turning Point: Was the evacuation of Dunkirk seen as a triumph or disaster?

Large numbers of British, French and Belgian troops were surrounded by German soldiers in the French town Dunkirk but 338226 were saved by a fleet of British navy ships and 800 small boats. These soldiers made up of much of Britain's army went on to fight throughout the war. It gave the British public hope.

Turning Point: How important was the Battle of Britain?

The Royal Air Force (RAF) successfully defended against attacks by Nazi Germany's air force: Luftwaffe. It has been described as the first military campaign fought entirely by air forces. Hitler changed his tactics when it was clear the RAF could not be defeated, and he cancelled the invasion of Britain. The RAF went on to bomb targets in Germany.

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Year 9: World War Two

The aims of the sequence of learning are to ensure that all students:

- **Explore how the Nazis treated minority groups in Germany.**
- **Explain why life in Nazi Germany could be seen as positive and negative between the years 1933 to 1939?**
- **Analyse the causes of World War Two and the consequences of Hitler's actions.**
- **Evaluate the key events and battles of World War Two and their significance.**

Key Concepts: <u>The Holocaust:</u> What is it? The mass murder of Jews under the German Nazi regime during the period 1939 - 1945. More than 6 million European Jews, as well as members of other persecuted groups, were murdered at concentration camps such as Auschwitz. Holocaust means destruction or slaughter on a mass scale, especially by fire. Many Jews use the term 'Shoah' which comes from the Hebrew meaning catastrophe.

A History of Anti-Semitism :
The Nazis did not invent hatred of Jews or Anti- Semitism. Jews were persecuted in the Middle Ages for religious reasons. In 1190, 150 Jews were massacred in York and all Jew s were expelled in 1290. In many European countries, Jews were blamed for spreading the Black Death and were banned from owning land. In towns they were usually confined to certain areas - ghettos and subject to restrictions, such as curfews.
Martin Luther, who started the Protestant Reformation, called for Jewish synagogues to be destroyed.
In the 1800s, millions of Jews fled the Russian Empire because of *pogroms* (organised massacres) against them. Immigrants often ended up in Britain or the USA.

The Ghettos:
Ghettos were usually in the most run-down area of a city and were used to segregate the Jews. By mid- 1941, nearly all Jew s in occupied Poland had been forced into these overcrowded districts.
In the Warsaw ghetto, by far the largest, 490,000 Jews and a few hundred Roma and Sinti (Gypsies) struggled to survive. In larger centres, ghettos were shut in by walls, fences or barbed wire. No one could leave or enter without a special permit.
Jews received little food and the ghettos were overcrowded. Diseases such as typhus and tuberculosis were rife. It is estimated that 500,000 Jew s died in the ghettos of disease and starvation. Many also perished in nearby slave labour camps, where conditions were even worse.

Nazis persecution of the Jews:
Hitler's dislike of the Jews was based on many things including his experiences in Vienna as a youth, but mainly the economy. He blamed them for making Germany weak and for the defeat of World War One.
1933: From 1st April the Nazi Party began an official Boycott of all Jewish shops, businesses, doctors and lawyers. The SA were used to paint Jewish stars or the word 'Jude' (Jew) outside Jewish businesses and they stood outside holding banners to discourage people from going inside.
Jews were also banned from government jobs and Jewish civil servants and teachers were sacked.
1935: The Nuremberg Laws were passed and stated only those of German blood could be German citizens. Jews became German 'subjects', not citizens and marriage between Jews and Aryans was banned.
Placards saying 'Jews not wanted here' were displayed in resorts, public buildings, restaurants and cafes.
9th November 1938: Kristallnacht *(Night of Broken Glass)* - gangs smashed and burned Jewish homes, businesses & synagogues all over Germany and attacked Jews. Many Jews were killed and 20,000 arrested and sent to concentration camps.
1939-41: Millions of Jews living in Poland & the USSR came under Nazi control. Many were shot or kept in Ghettos.
1942: Leading Nazis agreed upon a 'Final Solution' to the "Jewish problem" at the Wannsee Conference. Death camps would be used to eradicate Jews from Europe.

Concentration Camps:
The Nazis had been using concentration camps since 1933 as extended prisons or work camps, for political opponents, but thousands of Jews were taken to camps like Dachau following Kristallnacht.
Germany's invasions of Poland & The Soviet Union meant that there were now millions more Jews under Nazi control. Initially, groups of SS troops – 'Einsatzgruppen', murdered Jews by shooting.
Following the decision at the Wannsee Conference in 1942 to eradicate all Jews, death camps were built. The death camps used gas chambers to murder Jew s and others on an industrial scale.
When Jew s arrived from all over Europe, 'selection' happened. Women with young children, the Elderly and the unfit were sent straight to the gas chambers. The Jews were told they were being taken to 'showers' but the 'showers' were in fact gas chambers which used a chemical called Zyklon-B.
Usually, people 14 years of age and upwards were sent to the camp if they were fit and healthy. They would receive showers to clean them up. The showers were either really hot or extremely cold. They would then be given a uniform, tattooed with a number and have their hair shaved.
Sometimes, horrifying medical experiments were carried out on camp inmates, for example, by Dr Mengele , at Auschwitz, who was fascinated in studying twins.
All of the Jew s' personal belongings: gold, silver, spectacles, clothes, even hair was kept to be re-used.
Even in work camps, deaths through beatings, lack of food and disease were common. It is widely accepted that as many as 6 million Jews were murdered during the Holocaust.
Other groups, such as Russian prisoners, homosexuals, communists, gypsies and the mentally and physically disabled were also victims of the Nazi regime.
As the map shows, most death camps were in Poland rather than Germany, and Poles made up half of the victims. Jews from nearly all European countries were victims during World War Two.

Year 9: World War Two

The aims of the sequence of learning are to ensure that all students:

- Explore how the Nazis treated minority groups in Germany.
- Explain why life in Nazi Germany could be seen as positive and negative between the years 1933 to 1939?
- Analyse the causes of World War Two and the consequences of Hitler's actions.
- Evaluate the key events and battles of World War Two and their significance.

Retrieval Practice

Questions	Answers
Tell me three minority groups persecuted by the Nazis:	Jewish, disabled and homosexuals
What date was Kristallnacht and what happened?	8th November 1938 when gangs smashed and burned Jewish homes, businesses & synagogues all over Germany and attacked Jews. Many Jews were killed and 20,000 arrested and sent to concentration camps.
Who was Anne Frank and why is she significant when studying the Holocaust?	Anne Frank was a German girl and Jewish victim of the Holocaust who is famous for keeping a diary of her experiences. Anne and her family went into hiding for two years to avoid Nazi persecution
Explain two causes of World War Two (short or long term):	Treaty of Versailles – Many believed Germany was too harshly punished Appeasement- Many believe Chamberlain he made a mistake by trusting Hitler. Britain and France could have stopped Germany.
What was the Nazi Soviet pact? Explain with examples.	A pact between Hitler and Stalin. It was a truce to agree to share Poland. This would help Hitler avoid a war on two fronts and give him back up from the USSR.
Why did Britain and France eventually declare war on Germany?	When Germany invaded Poland
Was Dunkirk a triumph or disaster? Explain your answer.	A disaster as large numbers of Franch, British and Belgium troops died. A success as 338,226 troops were saved
What happened at the Battle of Britain and why was it a turning point of WWII?	The Royal Air Force (RAF) successfully defended Britain against attacks by Nazi Germany's air force the Luftwaffe. Britain could now bomb targets Germany
What consequences did Germany face after the Battle of Stalingrad?	It was the first failure of the war to be publicly acknowledged by Hitler and put Hitler and the Axis powers on the defensive boosting Russian confidence.
Why did Germany surrender? Tell me one reason.	Soviet forces neared Adolf Hitler's command bunker in central Berlin. On April 30, 1945, Hitler committed suicide. Within days, Berlin fell to the Soviets.

Career Focus - Where could this take you?

I am a Screenwriter: My job is to write and develop screenplays for film or TV drama. I do this either based on an original idea, by adapting an existing story into a screenplay or by joining an existing project (if on TV). I will also use events that have happened in History and dramatise it while including historical facts. I have to make sure I have researched the area I want to focus on and plan my ideas, plots and characters.

Challenge Activities

1. Write a newspaper article about one of the key battles in World War Two. You need to research the battles and decide which one you want to write about- ensure you know enough to make a comparison to at least one other battle.
2. Write a script to use in a movie or play about one of the key battles of World War Two or about the Holocaust. Many movies have been produced which use historical fiction (incorporating some historical facts with a fictional storyline).
3. Produce a timeline which can be used as a display piece of key events in World War Two. This should include dates, key individuals, the event (what happened) and pictures to match.

Topic Links

This topic links to other humanities topics such as:

- From Democracy to Dictatorship
- The end of World War Two
- Britain's Homefront
- Judaism

Additional Resources

To further practise and develop your knowledge see:

https://www.familysearch.org/en/blog/world-war-2-facts

https://www.youtube.com/watch?app=desktop&v=8a8fqGpHgsk

https://www.britannica.com/study/world-war-ii-major-events-battles

https://www.bbc.co.uk/bitesize/topics/zk94jxs/articles/z6vff82

Timeline

TIMELINE 0-2000 AD

A timeline is a way to record important events and track when they happened.

43 AD – Romans invade Britain.

71 AD – Romans conquer Northern England.

140 AD – Romans conquer Scotland.

400–410 AD – The Romans withdraw from Britain.

516 AD – British defeat Anglo-Saxons at the Battle of Mount Badon.

867 AD – Vikings capture Northumbria.

926 AD – Anglo-Saxons conquer Eastern England.

ROMAN BRITAIN 43–410 AD

ANGLO-SAXON & VIKING BRITAIN 410–1066 AD

0 | 100 AD | 200 AD | 300 AD | 400 AD | 500 AD | 600 AD | 700 AD | 800 AD | 900 AD | 1000 AD

78 AD – Romans conquer Wales.

122 AD – Emperor Hadrian orders his soldiers to build a wall across Northern Britain. It became known as Hadrian's Wall.

449 AD – Anglo-Saxons invade Britain.

789 AD – The Vikings first invade England in Dorset.

874 AD – The Vikings conquer the Kingdom of Mercia.

1939–1945 AD – The Second World War occurs.

1066 AD – William of Normandy defeats King Harold at the Battle of Hastings and becomes King of England.

1348 AD – The Black Death arrives in England and kills almost half of the population.

1534 AD – Henry VIII forms the Church of England and makes himself Head of the Church.

1707 AD – The Act of Union joins England and Scotland into one country.

1800 AD – The Acts of Union join Ireland with England and Scotland.

MEDIEVAL BRITAIN 1066–1485 AD

TUDOR BRITAIN 1485–1603 AD

STUART BRITAIN 1603–1714 AD

GEORGIAN BRITAIN 1714–1837 AD

VICTORIAN BRITAIN 1837–1901 AD

20TH CENTURY BRITAIN 1901–2000 AD

1000 AD | 1100 AD | 1200 AD | 1300 AD | 1400 AD | 1500 AD | 1600 AD | 1700 AD | 1800 AD | 1900 AD | 2000 AD

1914–1918 AD – The First World War occurs.

1086 AD – The Domesday Book is compiled to record what people in Britain owned and calculate how much tax they owed.

1337 AD – King Edward III invades France and the Hundred Years War begins.

1453 AD – The Hundred Years War ends.

1588 AD – The English defeat the Spanish Armada.

1776 AD – The American colonies declare independence from Britain during the War of Independence.

1845 AD – The Great Irish Potato Famine begins. Millions of people die or migrate to other countries.

Year 9 Tectonic Hazards

The aims of the sequence of learning are to ensure that all students:

- Explain the global distribution of earthquakes and volcanic eruptions and their relationship to plate margins
- Explain the physical processes at 3 plate margins
- Explain and contrast the primary and secondary effects of a hazard

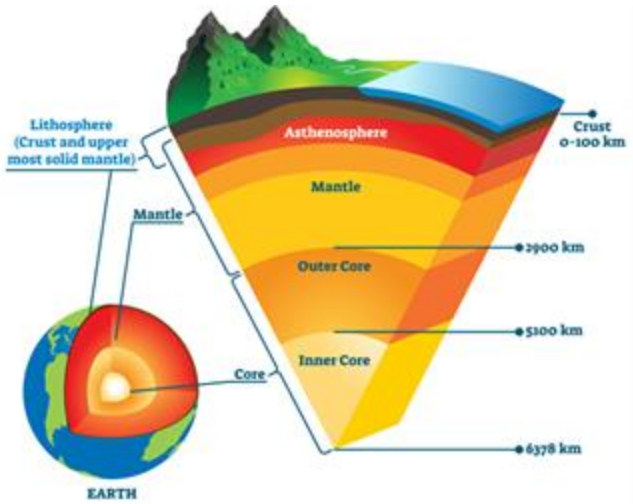
Keyword	Definition
Conservative Margin	Where two tectonic plates move past each other
Constructive Margin	Where two tectonic plates move apart.
Crust	The rigid shell that surrounds the mantle. Oceanic crust is thinner but denser than continental crust
Destructive Margin	Where a continental plate is subducted by an oceanic plate.
Distribution	The way something is spread out or arranged over a geographic area
Fold Mountains	Mountains formed from the folding of the Earth's crust
Immediate response	The reaction of people as the disaster happens and in the immediate aftermath.
Long-term responses	Later reactions that occur in the weeks, months and years after the event
Ocean Trench	Long, narrow depression on the seafloor where oceanic crust is forced under continental crust.
Primary effects	The initial impact of a natural event on people and property, caused directly by it.
Secondary effects	The after-effects that occur as indirect impacts of a natural event, sometimes on a longer timescale
Shield Volcano	A wide, low volcano that erupts basic, runny lava.
Subduction Zone	An area where oceanic crust travels under a continental plate at a destructive margin
Tectonic Plate	A section of the Earth's crust.

Key Concepts

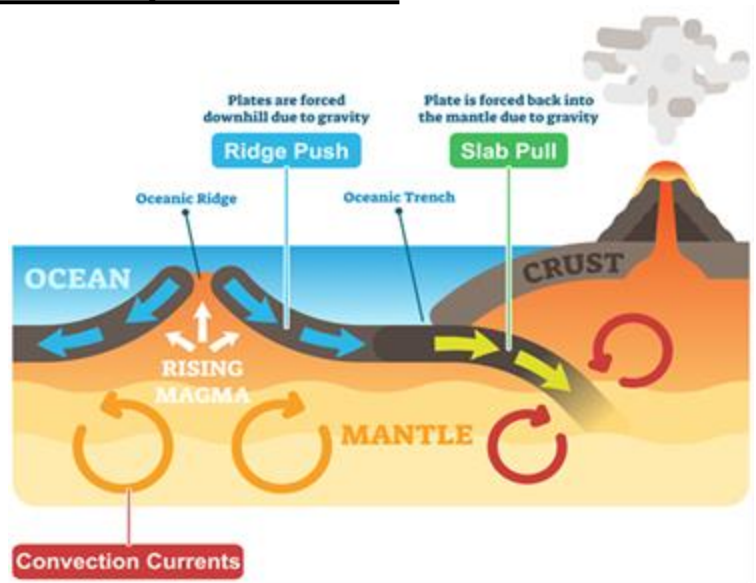
The Distribution of Volcanoes and Earthquakes:

- The distribution is not random.
- Narrow bands along plate margins.
- Occur on both land and sea.
- Volcanoes are found at constructive and destructive plate margins.
- Earthquakes occur at all three boundaries

The Structure of the Earth:



How the plates move:



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Key Concepts

Tectonic Plates:

Primary effects

Earthquakes:

- People injured and killed.
- Property, homes and buildings destroyed.
- Roads, railways, ports and bridges destroyed.

Volcanoes:

- People and livestock injured and killed due to pyroclastic and lava flows and ash.
- Farmland and property destroyed.
- Water supplies contaminated.

Secondary effects

Earthquakes:

- Fires can start due to broken gas pipes and damaged electricity cables.
- Lack of clean water and sanitation due to burst pipes leading to the spread of disease.

Volcanoes:

- Lahars occur due to the mixing of ash with rain/glacial melt water which can lead to deaths and damage to property.
- Tourism increases with those interested in volcanoes.
- Ash breaks down, providing nutrients to farmland.

Year 9 Tectonic Hazards

The aims of the sequence of learning are to ensure that all students:

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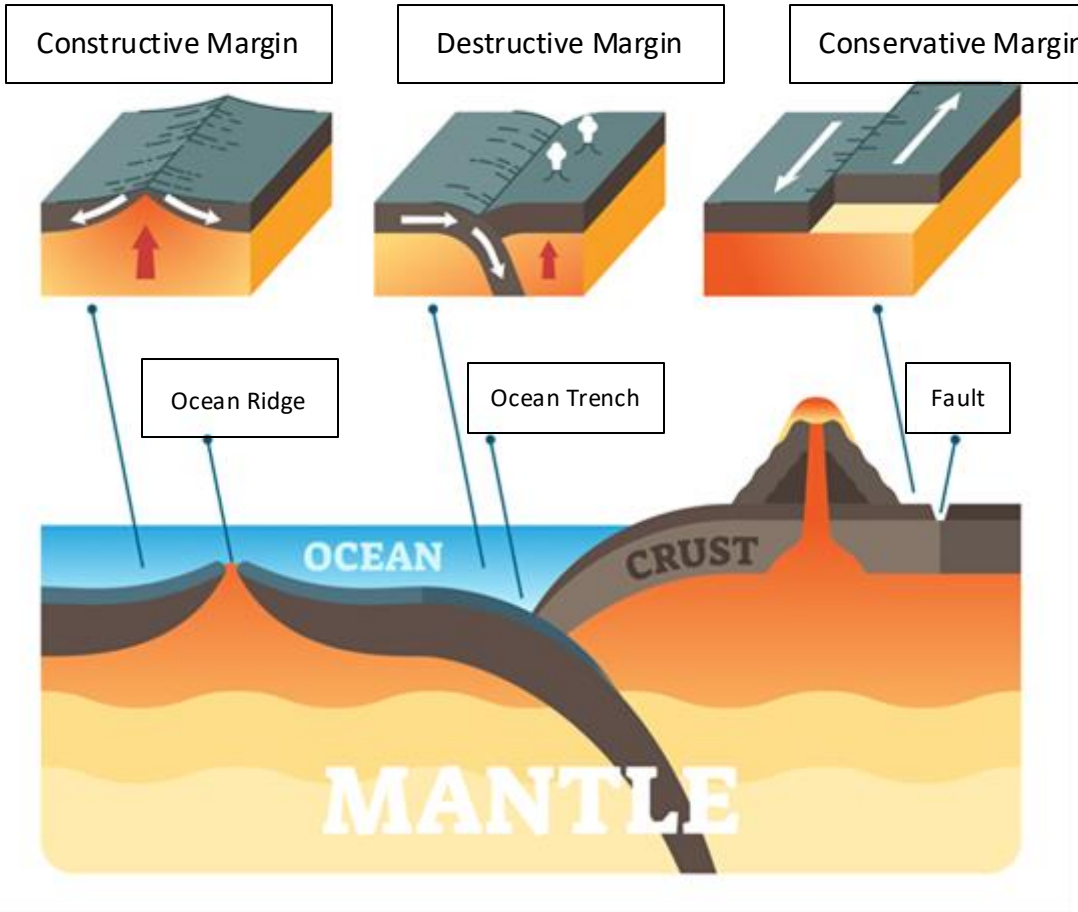
Key Concepts

Types of plate margin:



Destructive Margin

- Crust: oceanic and continental
- Landforms: fold mountains, ocean trench and composite volcanoes
- Hazards: earthquakes and volcanoes

Constructive Margin

- Crust: oceanic & oceanic/ continental & continental
- Landforms: ocean ridge/rift valley, shield volcanoes
- Hazards: earthquakes and volcanoes

Conservative Margin

- Crust: both
- Landforms: faults
- Hazards: earthquakes

Immediate Responses:

Immediate responses to tectonic hazards include:

- Issuing warnings
- Rescue teams searching for survivors
- Providing treatment to injured people
- Food, drink and shelter provided
- Bodies recovered
- Fires extinguished

Long-Term Responses:

Long term responses to tectonic hazards include:

- Rebuilding and repairing properties
- Rebuilding and repairing transport infrastructure
- Improving building regulations
- Restoring utilities such as water, electric and gas
- Resettling local people
- Developing opportunities for the economy to recover
- Installing monitoring equipment

Year 9 Tectonic Hazards

The aims of the sequence of learning are to ensure that all students:

- Explain the global distribution of earthquakes and volcanic eruptions and their relationship to plate margins
- Explain the physical processes at 3 plate margins
- Explain and contrast the primary and secondary effects of a hazard

Retrieval Practice

Questions	Answers
Where are volcanoes and earthquakes located?	Narrow bands along plate margins and on both land and sea
What process in the mantle moves the crust?	Convection currents
Name 2 continental plates	Eurasian Plate and African Plate
Name 2 oceanic plates	Pacific Plate and Nazca Plate
What happens at a destructive plate boundary?	Oceanic and continental crust collide and the denser oceanic crust subducts creating volcanoes and earthquakes on the surface
Give 2 primary effects of an earthquake	People injured and killed. Property, homes and buildings destroyed.
Give 2 reasons why people might live near volcanoes	Tourism increases with those interested in volcanoes. Ash breaks down, providing nutrients to farmland.
Give 2 immediate responses to a tectonic hazard	Rescue teams searching for survivors and providing treatment to injured people
Give 2 long-term responses to a tectonic hazard	Rebuilding and repairing properties and improving building regulations

Career Focus - Where could this take you?

Volcanologists are scientists who use a variety of sophisticated equipment to measure and analyse volcanic activity, lava, rock, ashes and gases as well as earthquakes caused by eruptions. They try to predict eruptions and minimise adverse effects on people and their environment.

Challenge Activities

- Design and create a jigsaw for the plates of the earth
- Create a public safety poster booklet which provides advice on how people should prepare and act in a natural disaster
- Produce a presentation including a series of diagrams and information which explain what happens at the 3 main plate boundaries
- Create a model of an erupting volcano Research a recent volcanic eruption and write a news report on the causes, the effects and how people tried to reduce the impacts

Topic Links

This topic links to

- Science
- Weather Hazards - in Year 10 Geography

Additional Resources

To further practise and develop your knowledge see: BBC Bitesize

Year 9 Hazard Management

The aims of the sequence of learning are to ensure that all students:

- Evaluate the Immediate and long-term responses to a tectonic hazard.
- Explain how the effects and responses to a tectonic hazard vary between two areas of contrasting wealth
- Explain the reasons why people continue to live in areas at risk from a tectonic hazard.
- Describe how monitoring, prediction, protection and planning can reduce tectonic risks

Keyword	Definition
Epicentre	The point on the earth's surface vertically above the focus of an earthquake
Focus	The point of origin in the ground of an earthquake
Geothermal energy	A type of renewable energy that uses the Earth's natural heat to heat homes and businesses or generate electricity
Immediate response	The reaction of people as the disaster happens and in the immediate aftermath.
Long-term responses	Later reactions that occur in the weeks, months and years after the event.
Monitoring	Using equipment to detect the warning signs of tectonic events
Planning	Identifying and avoiding places at risk from tectonic activity
Prediction	Using evidence and monitoring to predict when a tectonic hazard might happen
Protection	Designing buildings that will withstand tectonic hazards
Primary effects	The initial impact of a natural event on people and property, caused directly by it.
Secondary effects	The after-effects that occur as indirect impacts of a natural event, sometimes on a longer timescale
Richter Scale	A numerical scale for expressing the magnitude of an earthquake from 0 -10
Seismograph	An instrument that measures and records details of an earthquake
Tsunami	Giant waves caused by earthquakes or volcanic eruptions under the sea

Key Concepts

Responses to hazards

Immediate Responses:

Immediate responses to tectonic hazards include:

- Issuing warnings
- Rescue teams searching for survivors
- Providing treatment to injured people
- Food, drink and shelter provided
- Bodies recovered
- Fires extinguished

Long-Term Responses:

Long term responses to tectonic hazards include:

- Rebuilding and repairing properties
- Rebuilding and repairing transport infrastructure
- Improving building regulations
- Restoring utilities such as water, electric and gas
- Resettling local people
- Developing opportunities for the economy to recover
- Install monitoring equipment

Why live at risk of hazards?

Economic reasons for living at risk

- Geothermal energy can be be used to generate electricity and heat people's homes.
- Nutrient rich soils are ideal for agriculture.
- Resources and income is provided from mining minerals.
- Tourism creates jobs and provides income.

Social reasons for living at risk

- People want to stay close to family and friends.
- People may not understand the risk or the threat may not be great enough.
- People are confident that the measures taken to monitor, predict, plan and protect from tectonic hazards will keep them safe.

Year 9 Hazard Management

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Key Concepts

Chile Earthquake 2010 - A HIC

February 27th 2010
8.8 magnitude

Primary Effects:

- 500 people died
- 12,000 people were injured
- 800,000 affected
- 220,000 homes damaged/destroyed along with 4500 schools, 56 hospitals and 53 ports.

Secondary Effects:

- Landslides destroyed up to 1500 km of roads, cutting off remote communities for days
- Tsunami waves devastated coastal towns.

Immediate Responses:

- Emergency services responded quickly.
- International support provided field hospitals, satellite phones and floating bridges.
- Within 24 hours, the north-south highway was temporarily repaired, allowing aid to be transported from Santiago.
- Within ten days, 90% of homes had their power and water restored.

Long-term responses:

- Chile's government launched a housing reconstruction plan just one month after the earthquake to help nearly affected 200,000 families.
- The recovery took over four years.

Nepal Earthquake 2015 -

April 25th 2015
7.9 magnitude

Primary Effects:

- 8632 people died.
- 19,009 people were injured.
- 8 million affected.
- 3 million people made homeless.
- 1.4 million people needed support with access to water, food and shelter.

Secondary Effects:

- At least nineteen people lost their lives on Mount Everest due to avalanches.
- 250 people were missing in the Langtang region due to an avalanche.

Immediate Responses:

- India and China provided over $1 billion of international aid.
- Over 100 search and rescue responders, medics and disaster experts were provided by The UK, including 3 Chinook helicopters.
- Support from aid workers from charities such as the Red Cross

Long-term responses:

- Many countries donated aid. £73 million was donated by the UK (£23 million by the government and £50 million by the public).
- Stricter building codes were introduced.

Year 9 Hazard Management

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Key Concepts - Managing tectonic hazards

Monitoring

Earthquakes

- Foreshocks monitored using seismometers.
- Radon detection devices used to monitor the release of radon from cracks prior to earthquakes.

Volcanoes

- GPS is used to monitor changes in the shape of a volcano.
- Seismometers used to detect magma moving.

Prediction

Earthquakes

- Predicting location, date and time of earthquakes is notoriously difficult, though foreshocks can give an indication of a potential event.

Volcanoes

- Advance warning signals, such as earthquakes swarms and the deformation of land can support predicting volcanic eruptions.

Planning

Earthquakes

- Practice drills can be help e.g. Japan, Sept 1st.
- Emergency supplies and evacuation centres.
- Securing objects/furniture.

Volcanoes

- Exclusion zones
- Evacuation
- Educating people how to response

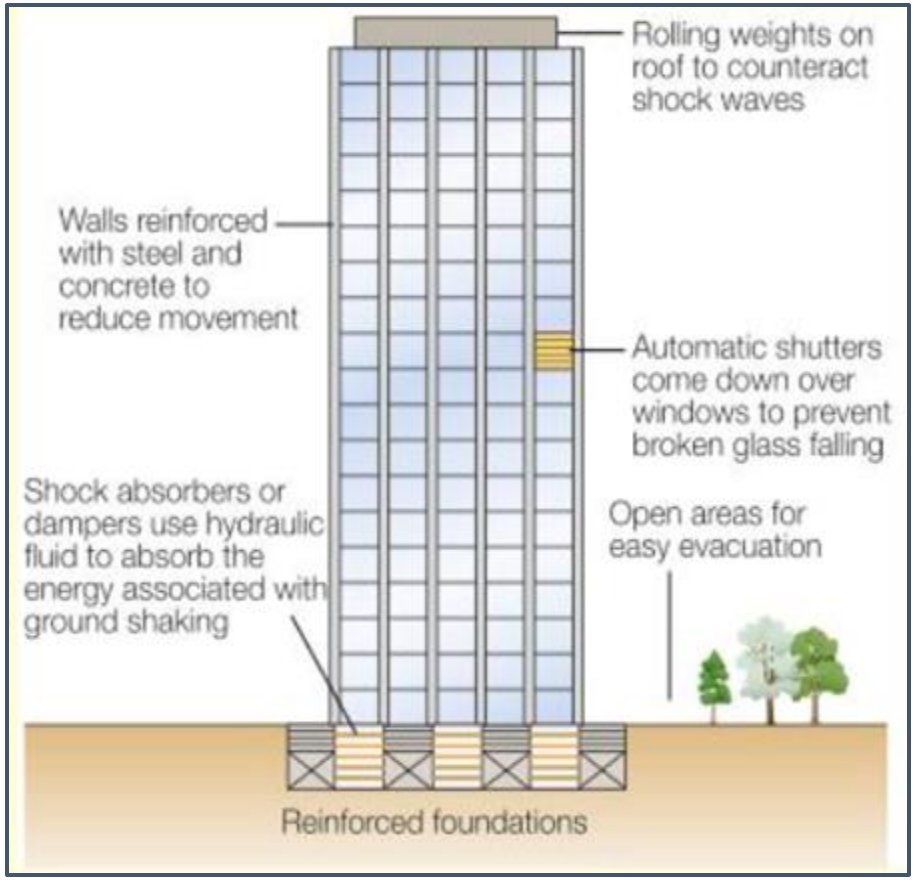
Protection

Earthquakes

- Building and transport infrastructure design can include shock absorbers.
- Sea walls constructed to protect from tsunamis.

Volcanoes

- Buildings cannot be completely designed to protect from volcanic eruptions.
- Evacuation by the authorities is likely to be the most effective method of protection.



Year 9 Hazard Management

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Retrieval Practice

Questions	Answers
Give 2 immediate responses to a tectonic hazard	Rescue teams searching for survivors and providing treatment to injured people
Give 2 long-term responses to a tectonic hazard	Rebuilding and repairing properties and improving building regulations
Give 2 reasons why people might live near volcanoes	Tourism increases with those interested in volcanoes. Ash breaks down, providing nutrients to farmland.
Two primary effects of the Chile Earthquake?	500 people died 12,000 people were injured
One secondary effect of the Chile Earthquake?	Tsunami waves devastated coastal towns.
Two primary effects of the Nepal Earthquake?	8632 people died 3 million people made homeless
One secondary effect of the Nepal Earthquake?	250 people were missing in the Langtang region due to an avalanche
What are the 3 Ps of tectonic management	Prediction, Planning and Protection
How can buildings be designed to withstand earthquakes?	Rolling weights on the top and shock absorbers in the foundations to absorb shockwaves

Career Focus - Where could this take you?

I am an aid worker for the Red Cross. We provide emergency aid like food, shelter and medical supplies. We oversee the distribution of goods write reports, monitor budgets and do general administration network with other organisations and government officials in affected areas. Our aim is to work with communities longer term, to roll out healthcare, education programmes, or work on buildings.

Challenge Activities

- Create a model of an erupting volcano - if you need help watch this video - How to make a volcano: https://www.nhm.ac.uk/discover/how-to-make-a-volcano.html
- Research a recent volcanic eruption and write a news report on the causes, the effects and how people tried to reduce the impacts
- Design (draw or build) an earthquake safe building - add details to explain its shape, materials used and foundations

Topic Links

This topic links to:

- Science
- Weather Hazards - in Year 10 Geography

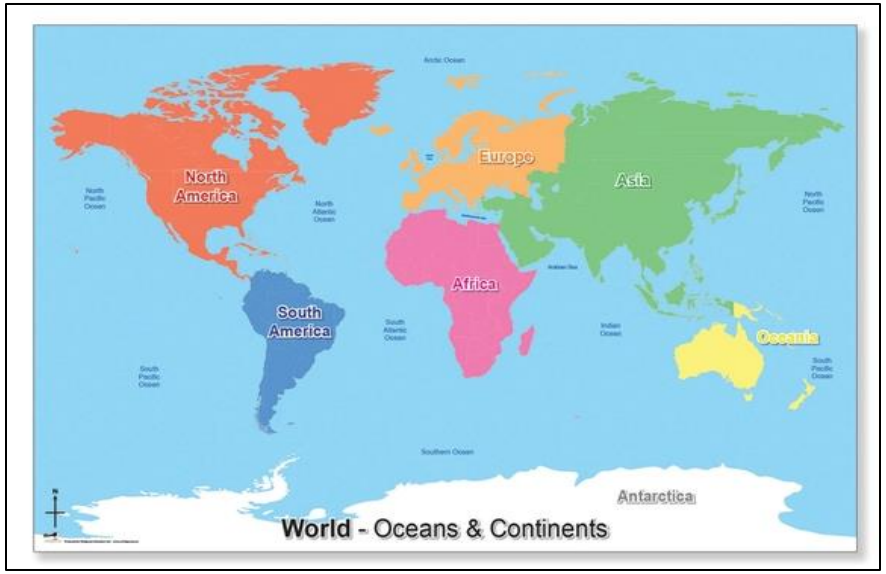
Additional Resources

To further practise and develop your knowledge see:

Earthquakes | Nepal | Chile

Geography

Key Concepts: World – Countries and Oceans



Newsome Academy
Everyone Exceptional Everyday

Year 9- Religion in the modern day

- Describe the history of religion
- Describe how religion has evolved
- Explain how beliefs change over time
- Evaluate if gender in religion has changed over time

Keyword	Definition
Evolve	Something that develops gradually
Religion	The belief in and worship of a superhuman power or powers, especially a God or gods
Protestant	A member or follower of any of the Western Christian Churches that are separate from the Roman Catholic Church in accordance with the principles of the Reformation
Catholic	Catholicism is a Christian religion, a reformation of the Jewish faith that follows the teachings of its founder Jesus Christ. The current head of the church is the Pope, who resides in Vatican City
Gender	People identify and express their gender in a variety of ways. Your gender identity is how you feel inside and your own personal understanding of your gender. Gender expression refers to how a person chooses to present themselves to the outside world.

Feminism in Religion

1.Religious Organisations

- Mainly male dominated even though women participate more in religion than men.
- Orthodox Judaism and Catholicism forbid women to become priests.
- Karen Armstrong – sees the exclusion of women from the priesthood as evidence of their marginalisation.

2. Places of Worship

- Women seated behind screens while men occupy the central, more sacred spaces.
- Women's participation may be restricted – not allowed to preach or read from sacred texts

3.Sacred Texts

- Largely feature the doings of male gods, prophets – usually written and interpreted by men.
- Stories often reflect anti-female stereotypes (ie, Eve/Delilah) and reinforce perceptions of women's character.

Laws that Religion might not like:

Abortion
War
Euthanasia
IVF
Contraception
Age of Consent
Marriage
Homosexuality

Year 9- Religion in the modern day

- Describe the history of religion
- Describe how religion has evolved
- Explain how beliefs change over time
- Evaluate if gender in religion has changed over time

The History of Religion

Christianity is the most widely practiced religion in the world, with more than 2 billion followers. The Christian faith centers on beliefs regarding the birth, life, death and resurrection of Jesus Christ. While it started with a small group of adherents, many historians regard the spread and adoption of Christianity throughout the world as one of the most successful spiritual missions in human history.

Officially, according to the Torah, **Judaism** began with Abraham, the first Jew. It is almost impossible to put a date to this man's life. Nowhere in the holy books is any specific date mentioned and historically such a man may never have lived. It may have been around 1800 BCE, which would make Judaism over 4000 years old. The religion is, actually, older. It separated from Yahwinism, its precursor, in the 5th or 6th century BCE. However, Jewish people did not really call themselves Jews until about 500 BCE

Islam is the second-largest religion in the world after Christianity, with about 1.8 billion Muslims worldwide. As one of the three Abrahamic religions—the others being Judaism and Christianity—it too is a monotheistic faith that worships one god, called Allah.
The word Islam means "submission" or "surrender," as its faithful surrender to the will of Allah. Although its roots go back further in time, scholars typically date the creation of Islam to the 7th century, making it the youngest of the major world religions. Islam started in Mecca, in modern-day Saudi Arabia, during the time of the prophet Muhammad.

Sikhism was born in the Punjab area of South Asia, which now falls into the present-day states of India and Pakistan. The main religions of the area at the time were Hinduism and Islam.
The Sikh faith began around 1500 CE, when Guru Nanak began teaching a faith that was quite distinct from Hinduism and Islam. Nine Gurus followed Nanak and developed the Sikh faith and community over the next centuries.

Hinduism is the world's oldest religion, according to many scholars, with roots and customs dating back more than 4,000 years. Today, with more than 1 billion followers. Hinduism is the third-largest religion worldwide, after Christianity and Islam. Roughly 94% of the world's Hindus live in India. Because the religion has no specific founder, it's difficult to trace its origins and history.

Buddhism, religion and philosophy that developed from the teachings of the Buddha (Sanskrit: "Awakened One"), a teacher who lived in northern India bet ween the mid-6th and mid-4th centuries BCE (befor e the Common Era). Spreading from India to Southeast Asia, China, Korea and Japan. Buddhism has played a central role in the spiritual, cultural, and social life of Asia and, beginning in the 20th century, it spread to the West.

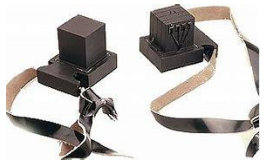
Year 9- Religion in the modern day

- Describe the history of religion
- Describe how religion has evolved
- Explain how beliefs change over time
- Evaluate if gender in religion has changed over time

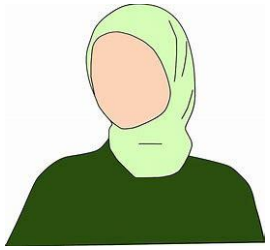
Retrieval Practice	
Questions	**Answers**
What is law?	Something made by the government so people follow the rules
What are the difference between protestant and Catholics?	Protestants member or follower of any of the Western Christian Churches. Catholics a reformation of the Jewish faith that follows the teachings of its founder Jesus Christ. The current head of the church is the Pope, who resides in Vatican City
What are some traditional religious dress?	• Tefflin • Kippah • Kahera • Prayer beads • Veil • Saree • Robes • Shawl • Hijab

Traditional Religious dress


Kippah


Tefillin


Prayer beads


Hijab


shawl


Robes


Veil

Challenge Activities

- Explain how Religion changing would affect the growth of Religion
- Research different Religions and explain how they change over time
- Make a religion timeline
- Design a piece of religious dress

Topic Links	Additional Resources
This topic links to other RE topics such as ● History ● English ● Politics ● Christianity (and other religions) This topic links with other subjects such as: ● PME ● Science We will also be practising how to ● Argue a point and practise our Voice 21 ● Participate in debates	To further practise and develop your knowledge see: https://www.worldhistory.org/timeline/religion/ BBC bitesize

Religious Studies

Key Concepts

SIX WORLD RELIGIONS (spellings vary)

Religion name	Follower	SYMBOL	NAME OF GOD/GODS	COUNTRY OF ORIGIN	FOUNDER /MESSENGER	HOLY BOOK/S	PLACE OF WORSHIP	MAIN FESTIVALS	Denominations /schools/type/	Followers in the UK (approx.)	Followers in the world (approx.)
BUDDHISM	Buddhist	 Dharmachakra	none	India (Today in Nepal)	Siddhartha Gotama (The Buddha)	Tripitaka	Temple Shrine room Vihara	Wesak Dharma day	Theravada Mahayana Zen Triratna Pure Land	98,000	376 million
HINDUISM	Hindu	 Om/Aum	Brahman (Shiva Vishnu Brahma)	Indus Valley	none	Vedas Bhagavad Gita Mahabharata	Mandir Temple	Holi Diwali		272,000	1 billion
CHRISTIANITY	Christian	 Cross	God	Palestine Israel	Jesus of Nazareth	Bible	Church Cathedral	Easter Christmas	Catholic Eastern Orthodox Church of England Baptist Quaker	30 million	2.2 billion
JUDAISM	Jew	 Star of David	G_d	Israel	Abraham	Torah Tenakh	Synagogue	Rosh Hashanah Pesach Yom Kippur	Hasidic Orthodox Reform Liberal	214,000	14 million
SIKHISM	Sikh	 The Khanda	God Waheguru	Punjab, India	Guru Nanak The ten Gurus	Guru Granth Sahib	Gurdwara	Vaisakhi Diwali	Sahajdhari Amritdhari	239,000	23 million
ISLAM	Muslim	 Five pointed star & crescent moon	Allah (God)	Saudi Arabia	Muhammad (pbuh)	Quran	Mosque	Eid-ul-Fitr Eid-ul-Adha	Sunni Shi'a Sufi	1,278,000	1.6 billion

Theist = Someone that believes in God
Atheist= Someone that doesn't believe in God
Agnostic = Someone that is not sure about the existence of God

Monotheist = Someone that believes in one God
Polytheist= Someone that believes in many gods

Timeline of religions (all dates approximate)

↑ 2000 BC	↑ 1500BC	↑ 560 BC	↑ 0	↑ 30 AD	↑ 610 AD	↑ 1500 AD
Hinduism	**Judaism**	**Buddhism**		**Christianity**	**Islam**	**Sikhism**

Newsome Academy
Everyone Exceptional Everyday

MFL

Our students will:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

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Year 9 La musique

The aims of the sequence of learning are to ensure that all students can:

- Give justified opinions about music.
- Use aller + infinitive to talk about future plans.
- Give details about a concert in the past.
- Ask and answer questions in French.
- Pronounce and transcribe key French sounds

Keyword	Definition
Tu aimes la chanson?	Do you like the song?
Pourquoi? Pourquoi pas?	Why? Why not?
Qu'est-ce que tu aimes comme musique?	**What** do you do?
Qu'est-ce que tu n'aimes pas écouter?	What do you not like to listen to?
Le jazz est plus relaxant que **la techno.**	**Jazz** is more relaxing than **techno.**
Le hip hop est meilleur que **le rap.**	**Hip hop** is better than **rap**
Est-ce que tu écoutes souvent de la musique?	Do you often listen to music?
Je n'écoute jamais de.....	*I never listen to.....*
Qui est ton chanteur préféré?	Who is your favourite singer?
Qu'est-ce que tu vas faire à l'avenir?	**What** are you going to do in the future?
Je vais + infinitive	I'm going to .....
Ce sera + opinion.	That will be.....
Tu es allé à un concert?	Have you been to a concert?
Qu'est-ce que tu as fait?	**What** did you do?
C'était **comment**?	What was it like?

Key Concepts

Est-ce que tu aimes la musique?

J'adore / J'aime la chanson ...	*I love / I like the song ...*
Je n'aime pas / Je déteste la chanson ...	*I don't like / I hate the song ...*
parce que ...	*because ...*
le chanteur est ...	*the singer (male) is ...*
la chanteuse est ...	*the singer (female) is ...*
le rythme est ...	*the rhythm is ...*
la mélodie est ...	*the tune/melody is ...*
la chanson est ...	*the song is ...*
amusant(e). / démodé(e).	*fun / old-fashioned.*
intéressant(e).	*interesting.*
bon(ne) / nul(le).	*good / rubbish.*
ennuyeux/ennuyeuse.	*boring.*

Qu'est-ce que tu vas faire à l'avenir?

Je vais...

faire une tournée avec la chorale.	**chanter toutes sortes de chansons**
to do a tour with the choir	*to sing all sorts of songs*
visiter les États-Unis.	**prendre beaucoup de photos**
to visit the USA	*to take loads of photos*
voyager en avion	**être musicien(ne) professionnel(le)**
to travel by plane	*to be a professional musician*

Use expressions of frequency to say how often you do things.

tout le temps	all the time
souvent	often
parfois	sometimes
de temps en temps	occasionally, from time to time
ne ... jamais	never

Phonics and Vocabulary

tion

La natation 	L'équitation 	addition 

Est-ce que tu es allé à un concert?

Je suis allé(e) à un concert samedi dernier	***I went to a concert last Saturday***
J'ai acheté un billet en ligne	***I bought a ticket online***
J'ai acheté une casquette	***I bought a cap***
J'ai retrouvé mes amis au stade	***I met my friends at the stadium***
J'ai chanté et j'ai dansé	***I sang and I danced***
J'ai pris beaucoup de photos	***I took lots of photos***
J'ai mangé un hamburger	***I ate a burger***
J'ai bu un coca	***I drank a cola***
Je n'ai pas mangé de pizza	***I didn't eat pizza***
J'ai vu mon groupe préféré	***I saw my favourite group***
C'était fantastique!	***It was fantastic!***

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Year 9 La musique

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- Ask and answer questions in French
- Pronounce and transcribe key French sounds

Retrieval Practice

Questions	Answers
Est-ce que tu aimes la chanson ?	Oui, j'aime la chanson parce que le rhythme est cool. 👍 Non, je n'aime pas la chanson car le chanteur est ridicule. 👎
Qu'est-ce que tu aimes comme musique?	Je préfère **le rap.** À mon avis c'est plus **interessant** que **le jazz.**
Qu'est-ce que tu n'aimes pas écouter?	Je n'aime pas vraiment **la techno**. Je trouve **la mélodie monotone.**
Est-ce que tu écoutes souvent de la musique?	**Normalament j'**écoute la musique **tous les jours.**(quand je fais mes devoirs)
Qui est ton chanteur préféré? Quel est ton groupe préféré?	Personnellement, j'adore "The Arctic Monkeys" parce que à mon avis le chanteur est talentueux.
Qu'est-ce que tu vas faire à l'avenir?	Je veux visiter **le Canada** et je veux voyager **en avion.** Je voudrais aller à un concert de **Stromae.** Ce serait **chouette.**
Tu es allé à un concert?	**Oui, l'année dernière, je suis allé à un concert de Green Day. Je pense que c'était inoubliable**
Qu'est-ce que tu as fait?	Je suis allé **au stade** avec **mes amis. J'ai chanté et j'ai dansé** Après, **j'ai mangé une pizza.**

Career Focus - Where could this take you?

I work in music marketing and promotion. I have the chance to work all over Europe and even worldwide promoting new music from around the world. It helps me that I can speak another language and understand the customs in that country.

Challenge Activities

1. Research some French musicians and groups. Send any recommendations to Mrs Fox via Teams and we can listen to them in class.
2. Create a fact file of a French speaking artist. Include as much detail as you can.
3. Complete the activities on Active Learn

Topic Links

This topic links to:

- Hobbies
- The past tense.
- My future plans.
- All about me.

Additional Resources

To further practise and develop your knowledge see:

- Active learn.- your teacher will give you your login details.

https://www.pearsonactivelearn.com/app/home

PERFECT TENSE (*"has done/did"*)

Start with the present tense of *avoir/être*, then add the past participle of the second verb:

-er	-ir	-re
Remove **–er** Add **-é**	Remove **-r**	Remove **–re** Add **-u**
jou**er** → (j'ai) jou**é**	fin**ir** → (j'ai) fini	vend**re** → (j'ai) vend**u**

VERBS USING ÊTRE e.g. je suis allé(e)

monter entrer sortir venir aller naître
partir descendre arriver tomber rester
mourir retourner ***(and all reflexive verbs)***

The past participle for these verbs must agree with the subject in gender and number:

je suis allé (m) *je suis tombée* (f)
on est entrés (mpl) *on est entrées* (fpl)

PRESENT TENSE (*"does/is doing"*)

Remove the -er/-ir/-re and add these endings:

	jouer	finir	vendre
je	jou**e**	fin**is**	vend**s**
tu	jou**es**	fin**is**	vend**s**
il/elle/on	jou**e**	fin**it**	vend
nous	jou**ons**	fin**issons**	vend**ons**
vous	jou**ez**	fin**issez**	vend**ez**
ils/elles	jou**ent**	fin**issent**	vend**ent**

ÊTRE
je suis / tu es / il est / nous sommes / vous êtes / ils sont
AVOIR
j'ai / tu as / il a / nous avons / vous avez / ils ont

SIMPLE FUTURE TENSE (*"will/shall do"*)

Add these endings to the infinitive:

	jouer	finir	vendre
je	jouer**ai**	finir**ai**	vendr**ai**
tu	jouer**as**	finir**as**	vendr**as**
il/elle/on	jouer**a**	finir**a**	vendr**a**
nous	jouer**ons**	finir**ons**	vendr**ons**
vous	jouer**ez**	finir**ez**	vendr**ez**
ils/elles	jouer**ont**	finir**ont**	vendr**ont**

IRREGULAR STEMS

être (ser-) *avoir* (aur-) *faire* (fer-)
venir (viendr-) *savoir* (saur-) *aller* (ir-)
devoir (devr-) *pouvoir* (pourr-) *voir* (verr-)

Negatives

Most negatives work like ***ne…pas*** (not). They are in two parts and go around the verb:

- *ne…rien* (nothing)
- *ne…jamais* (never)
- *ne…plus* (no longer, not anymore)

With ***il y a*** (there is/are), the negatives go around *y a* and ***ne*** shortens to ***n'***:

*Il **n'y a rien** a faire.* (There is nothing to do.)
*Il **n'y a jamais** de bus.* (There are never any buses.)
*Il **n'y a plus** de magasins.* (There are no longer any shops.)

Sequencers (narrative words)

d'abord firstly/first of all
ensuite next
puis then
après after/afterwards
finalement finally

Connectives

et and **mais** but
ou or **où** where
parce que because
donc/alors therefore/so
cependant however
car as (because)
puisque since (because)

IMPERFECT TENSE (*"was doing/used to do"*)

Remove *–ons* from the *nous* form of the present tense, add these endings (*ais/ais/ait/ions/iez/aient*)

	jouer	finir	vendre
je	jou**ais**	finiss**ais**	vend**ais**
tu	jou**ais**	finiss**ais**	vend**ais**
il/elle/on	jou**ait**	finiss**ait**	vend**ait**
nous	jou**ions**	finiss**ions**	vend**ions**
vous	jou**iez**	finiss**iez**	vend**iez**
ils/elles	jou**aient**	finiss**aient**	vend**aient**

NEAR FUTURE TENSE (*"is going to do"*)

Use the present tense of *aller* followed by the infinitive:

je	**vais**
tu	**vas**
il/elle/on	**va**
nous	**allons**
vous	**allez**
ils/elles	**vont**

jouer
finir
vendre
être
aller
vouloir
etc.

CONDITIONAL TENSE (*"would do"*)

Begin with the future stem, add imperfect endings:

	jouer	finir	vendre
je	jouer**ais**	finir**ais**	vendr**ais**
tu	jouer**ais**	finir**ais**	vendr**ais**
il/elle/on	jouer**ait**	finir**ait**	vendr**ait**
nous	jouer**ions**	finir**ions**	vendr**ions**
vous	jouer**iez**	finir**iez**	vendr**iez**
ils/elles	jouer**aient**	finir**aient**	vendr**aient**

IRREGULAR STEMS
Same as for the simple future
EXTRA MARKS: USE WITH THE IMPERFECT TENSE
Si j'avais le temps, j'irais… (If I had time, I'd go to…)

Present vs. imperfect

il y a (there is)
il y avait (there was)
c'est (it is)
c'était (it was)

PLUPERFECT TENSE (*"had done"*)

Very similar to the perfect tense, except you start with the *imperfect* tense of auxiliary verbs *avoir/être:*
e.g. j'*avais* joué, il *avait* fini, nous *étions* allés, elles s'*étaient* brossées les dents

Décrire une photo

1st step - Description

To start off:

Sur l'image/la photo	In the image/the photo
Il y a	There is/ are
Je vois / On peut voir	I see / We can see
La photo montre	The photo shows
Le scène se passe	The scene takes place

Locating:

Au premier plan	In the foreground
À l'arrière plan	In the background
À gauche/ à droite	To the left/to the right
Près de..	Close to
Devant/Derrière..	In front of/At the back
Au milieu..	In the middle

Remember to mention the 4 Ws

Where/Où	When/Quand	Who/Qui	What/Quoi
• À l'école • Dans la rue • À la montagne • Au bord de mer • À l'intérieur • À l'extérieur • En ville	<u>Weather</u> • Il fait beau • Il pleut • Il y a du soleil <u>Moment</u> • Le soir • Le midi • Pendant	• Une famille • Des enfants • Beaucoup de monde • Quelques personnes • Des arbres • Des bâtiments	• Ils/Elles sont en train de: parler, manger, faire la fête, rigoler, s'amuser, recycler, apprendre, faire du sport, jouer, bronzer...

2nd step - Opinions

Hypothesis:

Ils/Elles ont l'air	They seem
Il/Elle a l'air	He/She seems
Ça/Il a l'air	It looks like
Peut-être	Maybe
Ça semble être	It seems to be

Say what you think about the photo

Je crois que... I think that...	Je suppose que... I suppose that...
Je pense que... I think that...	Il me semble que... It seems to me that...
Je dirais que... I would say that...	Cela me rappelle... It reminds me of...

J'aime cette photo

- parce que les gens ont l'air heureux/drôles...
- car j'adore la plage, la montagne, les festivals...
- j'aimerais faire partie de la scène pour...

Je n'aime pas cette photo

- pace que la météo n'est pas à mon goût
- car je n'aime pas les activités, je préfère...
- Je ne voudrais pas participer à la photo car...

Year 9 – Meine Familie

The aims of the sequence of learning are to ensure that all students can:

- Say how many brothers and sisters they have.
- Describe their pets.
- Say what they like and dislike using cognates
- Describe their personality.
- Conjugate key verbs in 1st/2nd/3rd person singular, e.g. haben and sein.
- Understand a traditional celebration in Germany – Weihnachten.

Keyword	Definition
Wie heißt du?	What is your name?
Wie schreibt man das?	How do you spell it?
Wie alt bist du?	How old are you?
Wann hast du Geburtstag?	When is your birthday?
Wo wohnst du?	Where do you live?
Hast du Geschwister?	Do you have any brothers and sisters?
Hast du ein Haustier?	Do you have a pet?
Wie bist du?	What are you like?
Wie siehst du aus?	What do you look like?

Wie?	*How?*
Was?	*What?*
Wo?	*Where?*
Woher?	*Where ... from?*
Wer?	*Who?*

Most verbs end in ***-en***, e.g. ***wohnen*** (to live). For the present tense you replace the ***-en*** ending like this:

*ich wohn**e***	I live
*du wohn**st***	you live
*er/sie/es wohn**t***	he/she/it lives

Key Concepts:

Hast du ein Haustier? – Ich habe / Ich möchte.....

eine Katze 	ein Kaninchen 	einen Papagei 	eine Maus 
einen Hund 	einen Fisch 	Ein Meerschweinchen 	eine Schildkröte 
eine Schlange 	einen Hamster 	eine Spinne 	einen Vögel 

Hast du Geschwister? – Do you have any brothers or sisters?

Ich habe einen Bruder 
Ich habe zwei Brűder 

Ich habe eine Schwester 
Ich habe zwei Schwestern 

❌ Ich bin Einzelkind / Ich habe keine Geschwister ❌

Ich habe.....
Augen 

blau(e)	grűn (e)	gelb (e) blonde
rot (e)	schwarz(e)	grau (e)
rosa	weiß(e)	braun(e)

Ich habe.....
Haare 

sein (to be) is an important verb, which you need to learn.

*ich **bin***	I am
*du **bist***	you are
*er/sie/es **ist***	he/she/it is

haben (to have) is another important verb, which you need to learn.

*ich **habe***	I have
*du **hast***	you have
*er/sie/es **hat***	he/she/it has

Phonics

sch	sh	ű	oo
u	uh	j	y
u	oo	w	v

Numbers 20-100

zwanzig	*twenty*
dreißig	*thirty*
vierzig	*forty*
fünfzig	*fifty*
sechzig	*sixty*
siebzig	*seventy*
achtzig	*eighty*
neunzig	*ninety*
hundert	*hundred*
einundzwanzig	*twenty-one*
zweiundzwanzig	*twenty-two*

Personality – Wie bist du?
Ich bin …….

freundlich	friendly	**sportlich**	sporty
launisch	moody	**laut**	loud
kreativ	creative	**faul**	lazy
intelligent	clever	**lustig**	funny

Year 9 – Meine Familie

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- Say how many brothers and sisters they have.
- Describe their pets.
- Say what they like and dislike using cognates
- Describe their personality.
- Conjugate key verbs in 1st/2nd/3rd person singular, e.g. haben and sein.
- Understand a traditional celebration in Germany – Weihnachten.

Retrieval Practice

Questions	Answers
Wie heißt du?	Ich heiße **Clara.**
Wie schreibt man das?	**tseh- el-ah-air-ah**
Wie alt bist du?	Ich bin **zwölf** Jahre alt.
Wann hast du Geburtstag?	Mein Geburtstag ist am **neunten November**.
Wo wohnst du?	Ich wohne in **Huddersfield.**
Hast du Geschwister?	Ich habe **einen Bruder** 👱 Ich habe zwei Schwestern 👧👧 Ich bin Einzelkind ❌
Hast du ein Haustier?	Ja, ich habe **ein Kaninchen. Er ist grau.** 🐰 **Er heißt Peter.** Nein, Ich habe **kein Haustier.** ❌
Wie bist du?	Ich bin **kreativ** und **musikalisch**.
Wie siehst du aus?	Ich habe lange braune Haare. Ich habe blaue Augen.

Career Focus - Where could this take you?

I am a charity worker. I work abroad to help animals, that are mistreated or abandoned in many towns and cities. It helps that I can speak a language, because I can communicate with local people, tourists and other charity workers. I find that speaking another language has really helped me to settle into life in a foreign country and helped me to make lots of new friends.

Challenge Activities

1. Make flashcards for the questions and answers.
2. Use Sentence builders to practise describing yourself and other people.
3. Make a fact file about yourself in German. Include lots of information, including your favourite things.
4. Design your ideal zoo. Say what you have in the crazy zoo and then describe each animal. Eg Ich habe eine Katze. Sie ist blau und rosa. Sie heißt Fifi.

Topic Links

This topic links to other German topics such as:

- Introducing yourself and family.

This topic also links to :

- Numeracy
- Geography
- Literacy

Additional Resources

To further practise and develop your knowledge see:

- www.sentencebuilders.com
- Active Learn - You will be given your username and password by your teacher..

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Computing

Our students will:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology

Unit 9.2: Design a Website

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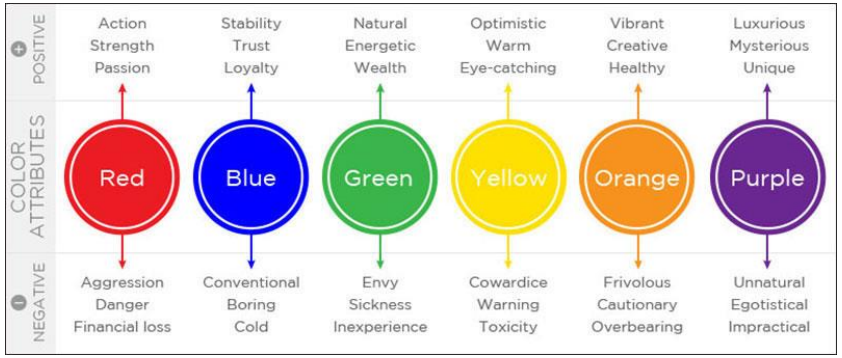
The aims of the sequence of learning are to ensure that all students:

- Demonstrate knowledge of planning and design techniques by creating a detailed moodboard and storyboard
- Demonstrate knowledge of using MS PowerPoint by developing a professional looking website
- Demonstrate knowledge of testing techniques by completing a testing table document
- Apply knowledge from this unit to accurately describe some keywords

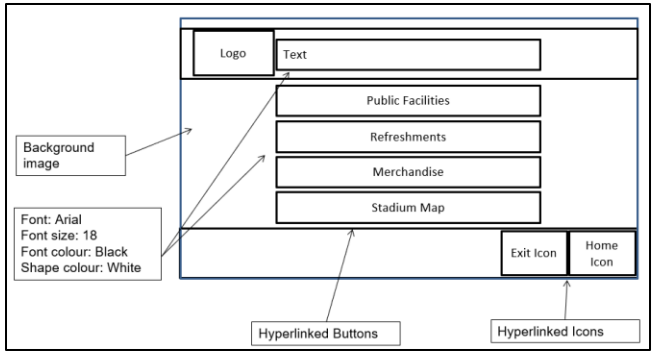
Keyword	Definition
User Interface (UI)	The method in which a person controls and interacts with a software application or hardware device
Mock-up	A realistic representation or a visual draft of the design of a digital product e.g. app, website…
Mood board	A 'collage' of design ideas, colours or other inspirations used to show the thinking towards a design task
Storyboard	A graphical representation of the main sequence of steps/screens that users will use on an interface
Project Requirements	The features, functions, and tasks that need to be completed for a project to be deemed successful
House Style	A company's preferred manner of presentation and layout of written or digital material
Master Slide	A feature in Microsoft PowerPoint that helps you create a template design that can be applied across the whole document.
Hyperlink	An object (word, shape or image) that you can click on to jump to a new section within the current document or to a brand new document
Professional Design	A design that aims to follow industry standards or rules to replicate the design quality or style of something that has been created by a professional

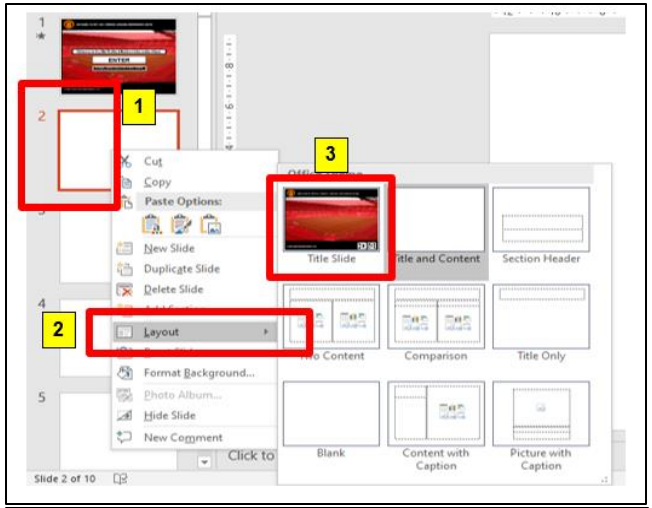
Key Concepts

Colour Attributes



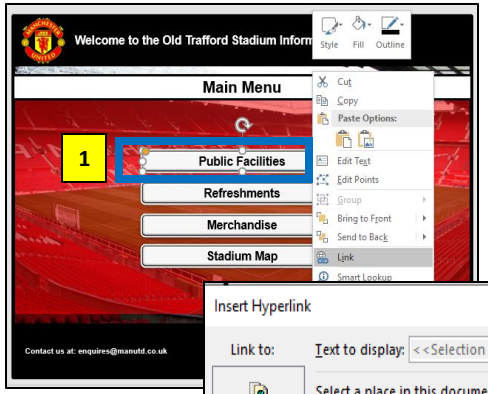
Example Storyboard





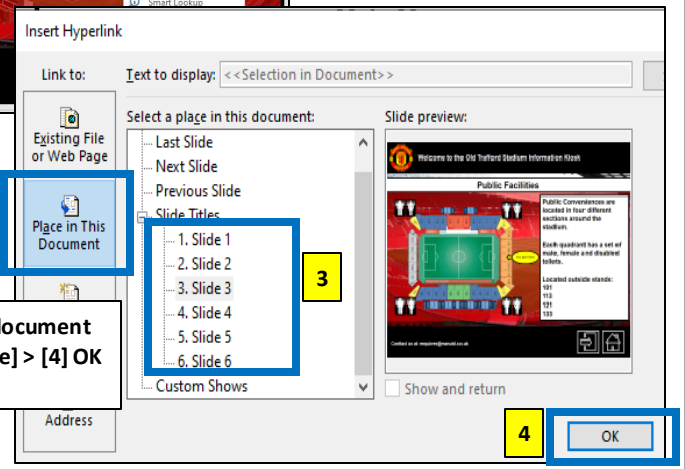
Applying the Master Slide to the document

1) Right click on a new slide
2) Select the 'Layout' option
3) Select the Master Slide template



How to create Hyperlinks

1) Right click on button > Link



2) Place in this document > [3] [Select Slide] > [4] OK

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Unit 9.2: Design a Website

The aims of the sequence of learning are to ensure that all students:

- Demonstrate knowledge of planning and design techniques by creating a detailed moodboard and storyboard
- Demonstrate knowledge of using MS PowerPoint by developing a professional looking website
- Demonstrate knowledge of testing techniques by completing a testing table document
- Apply knowledge from this unit to accurately describe some keywords

Retrieval Practice

Questions	Answers
What is a 'User Interface' and what is the purpose of it?	A user interface, also called a "UI", is the method in which a person controls and interacts with a software application or hardware device. The UI acts as the layer between the software and the computer hardware – most software will be unusable without a UI.
Why is it important to carefully consider the use of a colour when designing a user interface?	Colour can speak, as powerful as language. It is the visual appearance, which largely depends on colour, that always leaves you the very first impression.
Which details do you need to include on a 'Storyboard' design?	A storyboard must include the following: Details such as font name, font size, font colour, shape colour, logo position, text box position and positioning of other objects.
What are you able to do using the 'Slide Master' tool in MS PowerPoint?	In MS PowerPoint, a Slide Master is a feature that allows you to create master templates (or master slides). One template design can be applied to slides within the document – this reduces interface development time and allows the designer to develop a clear house style.
Which features and tools in MS PowerPoint are useful when developing a user interface?	Some useful features and tools are: • Slide Master – to create template designs • Hyperlinks – to create a navigation bar and other interactive buttons • Drawing tools e.g. Shape -Fill, -Outline, -Effects… • Arrange tool – for layering of objects (sent to front and send to back) • Text boxes – add content on each slide • Insert Online Pictures tool – to insert images from the web
Explain what a 'Hyperlink' allows you to do and how you could it on your user interface?	A hyperlink is an object (word, shape or image) that you can click on to jump to a new section within the current document or to a brand new document. They allow users to click their way from page to page.
What is the purpose of testing a digital product or interface?	There are many benefits to testing a digital product or interface: • Refines the whole product before release • It reduces development and maintenance costs • Provides better usability and enhanced functionality • Reduces the number of 'bugs' or errors • Creates a positive impression of you/ your company

Career Focus - Where could this take you?

In my role as a **User experience (UX) designer** I create accessible, aesthetically appealing and meaningful physical and digital products that people find enjoyable to use. It is about understanding users' emotions and feelings to make sure they continue to come back to the product.

Challenge Activities

1. Create a professionally designed and formatted questionnaire or survey to gather feedback for the user interface. Include questions that clearly check if you have met the requirements of the project. Use the feedback to make improvements to your user interface.
2. Create a tutorial video or document to explain how to create an interactive user interface using MS PowerPoint. Make sure it includes a step-by-step breakdown of each task.
3. Do some research on the internet to find out which other pieces of software can be used to create a user interface. Create a table which compares the features, tools and functionality of each piece of software and then decide which software you think is the most appropriate to use to create a most professional looking user interface.

Topic Links

This topic links to:

Computing Curriculum:

- Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems
- Create and re-purpose digital artefacts for a given audience, with attention to trustworthiness and usability

- Art and design (creative design, colour schemes etc..)
- English (appropriate language for a target audience)

Additional Resources

To further practise and develop your knowledge see:

- Colour scheme designer: https://paletton.com/
- Master Slide Tutorial: youtu.be/bDk7z0mYmeE
- Hyperlinks Tutorial youtu.be/bYkUuaA63vc

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Computing

KEYBOARD SHORTCUTS FOR WINDOWS

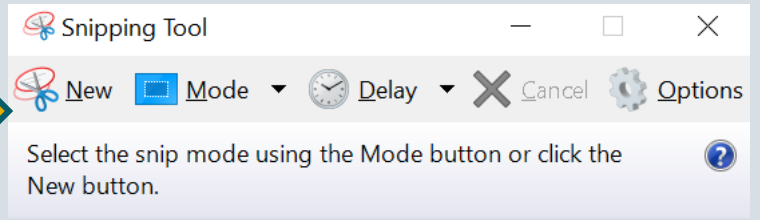
PROGRAM KEY COMBINATIONS

Ctrl + S = SAVE	Ctrl + X = CUT
Ctrl + P = PRINT	Ctrl + C = COPY
Ctrl + B = BOLD	Ctrl + V = PASTE
Ctrl + U = UNDERLINE	Ctrl + Z = UNDO
Ctrl + I = *ITALIC*	

WINDOWS SYSTEM KEY COMBINATIONS

- F1 = HELP!
- Ctrl + Esc = OPEN START MENU
- Alt + Tab = SWITCH BETWEEN OPEN PROGRAMS
- Alt + F4 = QUIT PROGRAM

1 Windows Key + "Snipping Tool"



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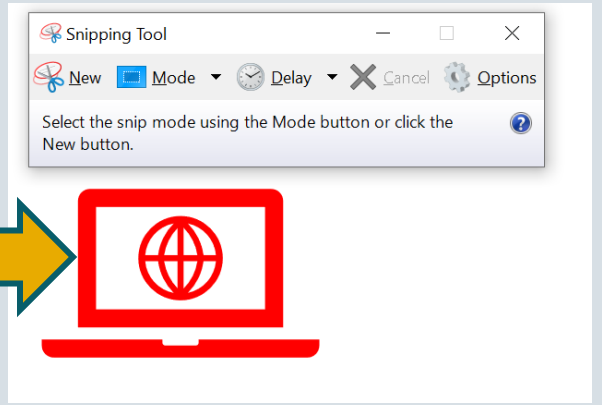

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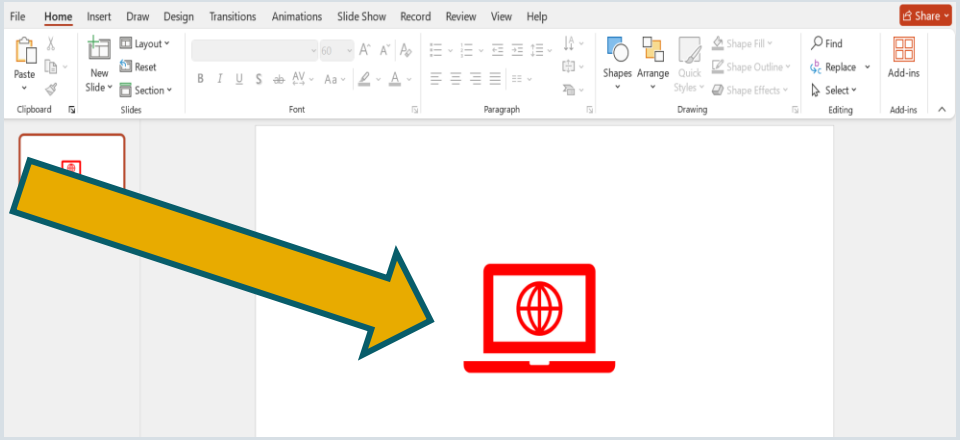

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CAPE

Our students will:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and
- cultural development of their art forms.

- develop competence to excel in a broad range of physical activities
  are physically active for sustained periods of time
  engage in competitive sports and activities
- lead healthy, active lives.

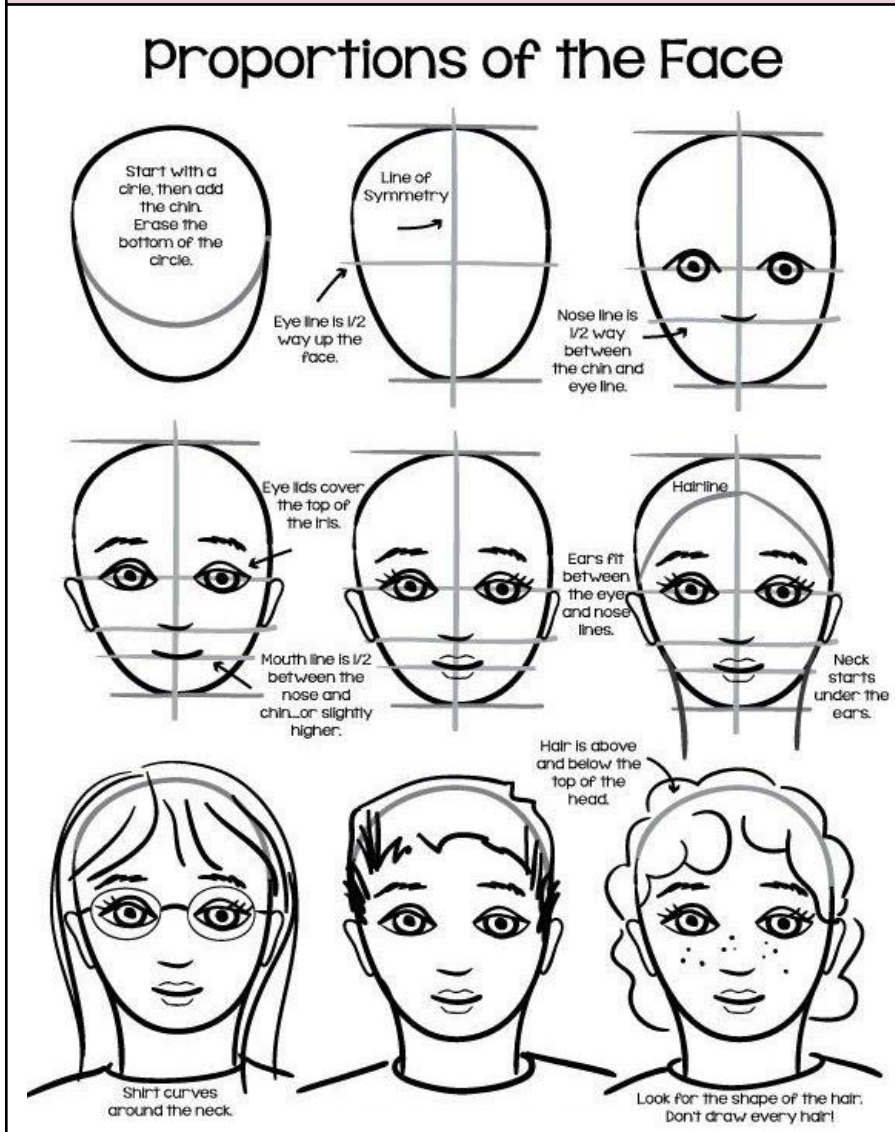
Y9 self portrait

The aims of the sequence of learning are to ensure that all students:

- Learn about the proportions of the human face.
- Learn about the artist Deb Weiers.
- Learn how to use different techniques with watercolour paints.
- Learn how to create an interesting composition.
- Be able to incorporate text in their work.
- Produce a 'wonky' self portrait that reflects their character.

Keyword	Definition
Portrait	A painting, drawing, photograph, or engraving of a person, especially one showing only the face and/or head and shoulders.
Self-portrait	A portrait that an artist produces of themselves.
Proportion	In art, proportion refers to the relationship between the different sized components within one whole composition.
Watercolour	A painting method in which the paints are made of pigments suspended in a water-based solution.
Transparent	Allowing light to pass through so that objects behind can be distinctly seen.
Experimentation	The action or process of trying out new ideas, methods, or activities.
Deb Weiers	A contemporary mixed media artist from Canada. She is best known for her fun and quirky, wonky portraits.

Key Concepts



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Retrieval Practice

Questions	Answers
Where are the eyes positioned on a human head?	In an average realistic adult face, the eyes are in the middle of the face. Usually, the pupils are sitting on the midway line. Eyes are a good tool to measure the proportions of the face. In the front view, the eyes are one eye apart from each other and one eye apart from the edge.
What is the wet-on-wet technique?	A technique that involves creating two areas of wet paint and allowing them to touch. This will allow the paint from one area to move or bleed into the other, creating unique effects.
What does salt do when used on wet watercolour paint?	Salt is a super special hygroscopic substance which means that it attracts water and pigment molecules so the watercolors want to be near the grains of salt. Some of the water is absorbed into the grains of salt, and some is left behind which creates a new texture.
What is a caricature?	A picture of a person in which certain striking characteristics are exaggerated in order to create a comic or grotesque effect.

Career Focus - Where could this take you?

My job is an author and illustrator. I write children's story books and create the pictures for them. I use mixed media including drawing, photographs and collage. My Charlie and Lola books have been made into a TV series.

Challenge Activities

Create drawings using everyday objects.

https://www.youtube.com/watch?app=desktop&v=k6kkmuXr8kQ

How to work I the style of Deb Weiers:

https://www.youtube.com/watch?v=Rkuqbe-Pshg
https://www.youtube.com/watch?v=a7gV8_1dFTQ

Topic Links

This topic links to:

RSHE - human emotions. Self-reflection.

Additional Resources

To further practice and develop your knowledge see:

https://www.youtube.com/watch?v=aOSaQ50xeAM

https://www.youtube.com/shorts/VDfjZ65o1Qg

Year 9 Textiles

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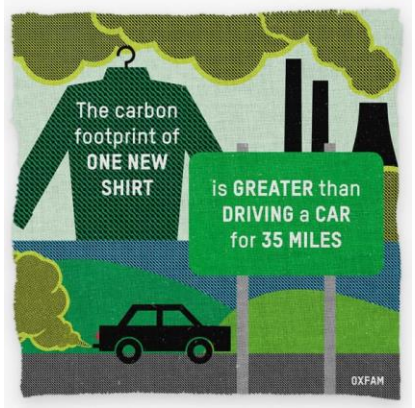
The aims of the sequence of learning are to ensure that all students:

- Demonstrate safe use of tools and equipment.
- Explain a range of Decorative Techniques
- Rank Smart Fibres in order of environmental impact.
- Annotated a range of design ideas which include moral and cultural issues.
- Demonstrate an understanding of smart materials.

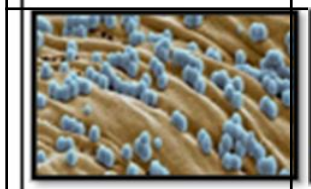
Keyword	Definition
Corrugated	Describing a series of parallel ridges and furrows
Fabric	Cloth or other material produced by weaving or knitting fibres:
Synthetic	Made by chemical synthesis, especially to imitate a natural product:
Smart Fibres	Smart fibres and structures can be defined as materials and structures that can sense and react to environmental conditions or stimuli, mechanical, thermal, chemical, electrical, magnetic.
Regenerated	Class of materials manufactured by the conversion of natural cellulose
Textiles	A type of cloth or woven/ knitted fabric.
Aesthetics	A set of principles concerned with the nature and appreciation of beauty
Encapsulated	These microspheres gradually release active agents when rubbed, which rupture the thin-walled membrane.
Design	A plan or drawing produced to show the look and function or workings of a building, garment, or other object before it is built or made
Microfibre	Thinner than human hairs and can be coiled to provide a very warm, soft or absorbent material
Resistant	Offering resistance to something
Conductive	Allow a small electrical current to safely pass through them.
Couching	Yarn or other materials are laid across the surface of the ground fabric and fastened in place with small stitches of the same or a different yarn.
Equipment	Supplying someone or something with items necessary for a particular purpose:
Embroidery	Craft of decorating fabric or other materials using a needle to apply thread or yarn

Key Concepts

Some manufacturers are also working on ways to reduce the environmental impact from the production of their jeans, while others have been developing ways of recycling denim or even jeans that will decompose within a few months when composted.



SMART FIBRES

Antimicrobial Nano Silver	Micro Encapsulated	Thermochromic	Kevlar	Photochromic
				

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Year 9 Recycle Pod

The aims of the sequence of learning are to ensure that all students:

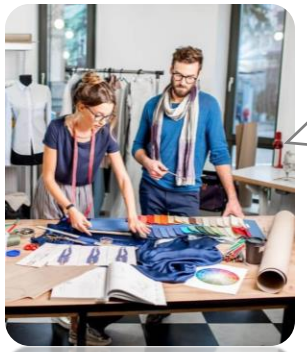
- Explain how a resist method of dyeing is created.
- Demonstrate safe use of tools and equipment.
- Rank Fibres in order of environmental impact.
- Justify the importance of sustainability within Textile manufacture.
- Calculate the costings of materials and production
- Explain the lifecycle of a cotton T-shirt
- Demonstrate a clear understanding of the manufacturing Process

Retrieval Practice

Questions	A1	A2	A3	A4	A5
A. How is cotton produced?	From a plant	From a factory	From Coal & oil	From Aldi	From a tree
B. Where does Silk come from?	A rabbit	A moth	A butterfly	A worm	A cow
C. What is a design Specification?	A list of design solutions	A list of costings	A list of design issues	A list of important points	A detailed list of what the product must be
D. What are Fibres?	A thin thread of a natural or synthetic substance	A source of material	An origin of cotton	A type of synthetic fibre	A fraying edge
E. What is Tie Dye?	A method of adding colour to fabric with paint	A Type of Resist Dyeing	A type a pattern dyeing	A type of printing	A type of fabric testing
F. What physical properties do fabrics have? (select more than 1)	Stretchy	Soft handle	Creases easily	Stiff	Strong

Which questions did you get wrong?	Quick Corrections (bridge learning gaps & misconceptions)

Career Focus - Where could this take you?



I am a textile designer. A textile designer creates patterns and designs for fabrics used in clothing, furniture, and other products. They use colours, textures, and materials to make unique and appealing designs. My work combines creativity and technical skills to produce textiles that are both functional and beautiful, often shaping trends in fashion and home décor.

Challenge Activities

Properties
_____
_____

Suggested Fibre Type
_____
_____

Product Type
_____
_____

Properties
_____
_____

Suggested Fibre Type
_____
_____

Product Type
_____
_____

Topic Links

This topic links to:

- Science- How fibre properties are created and used.
- English- Subject specific Vocabulary knowledge, understanding and spelling.
- Math's- Material costings and standard measurements in length.

Additional Resources

To further practise and develop your knowledge see:

- The ONLY textiles recycling video YOU NEED TO WATCH – YouTube
- How to Tie-Dye at Home Like a Pro - Try These 5 Easy Techniques! – YouTube
- Classification Of Textile Fibers - Sources Of Textile Fibre – YouTube
- Fairtrade - How Cotton Is Produced - YouTube

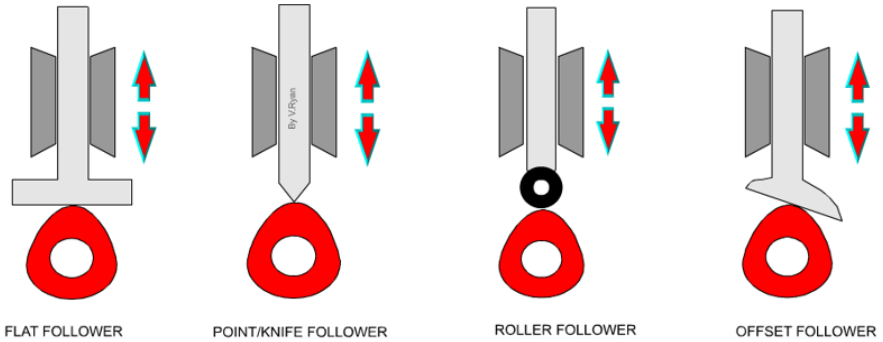
Year 9 Resistant Materials

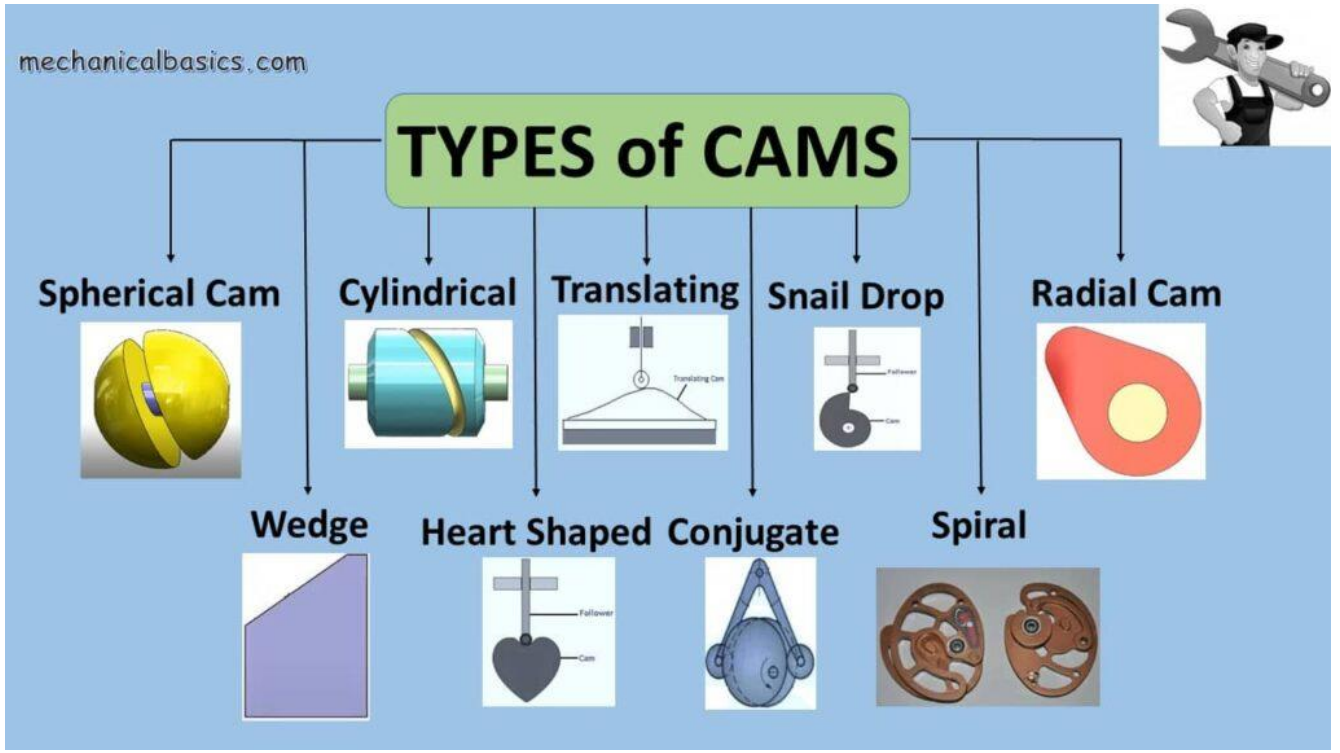
The aims of the sequence of learning are to ensure that all students:

- Demonstrate safe use of tools and equipment.
- Explain a range of material properties and end uses.
- Rank materials in order of environmental impact.
- Annotate design solutions with manufacturing production in mind.
- Demonstrate an understanding of CAM movement.

Keyword	Definition
Seasonal	Seasoning wood is the process of correctly drying timber in order to remove moisture in the cells of the wood walls.
Specification	an act of describing or identifying something precisely or of stating a precise requirement:
Mass Production	the production of large quantities of a standardized article by an automated mechanical process:
Batch Production	Batch production is a method of manufacturing where the products are made as specified groups or amounts, within a time frame
Ergonomics	Human factors and ergonomics are the application of psychological and physiological principles to the engineering and design of products.
Anthpometric Data	a list of units of measurement based on human body parts or the attributes and abilities of humans
JIT Production	Just-in-time manufacturing tries to match production to demand by only supplying goods which have been ordered and focuses on efficiency,
Continuous Production	Continuous production is a flow production method used to manufacture, produce, or process materials without interruption
Resistor	A resistor is a passive two-terminal electrical component that implements electrical resistance as a circuit
Micro Controller	A microcontroller contains one or more CPUs (processor cores) along with memory and programmable input/output peripherals
Modifications	A change in design/ product which makes it better.
LED	is a light-emitting diode.
PET	most common thermoplastic polymer resin of the polyester family
Poly Propylene	a thermoplastic polymer used in a wide variety of applications.
HDPE	thermoplastic polymer produced from the monomer ethylene

Key Concepts





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Year 9 Autotmata Project

The aims of the sequence of learning are to ensure that all students:

- Demonstrate safe use of tools and equipment.
- Explain a range of material properties and end uses.
- Rank materials in order of environmental impact.
- Annotate design solutions with manufacturing production in mind.
- Demonstrate an understanding of CAM movement.

Retrieval Practice

Question	A1	A2	A3	A4	A5
A. What is rethinking?	Designing	Making	Discarding	Creating	Upscaling
B. What is reusing?	Maintaining	Discarding	Making	Upscaling	Creating
C. What is recycling?	Creating	Upscaling	Discarding	Making	Collecting
D. What is repairing?	Making	Fixing	Creating	Discarding	Upscaling
E. What is reducing?	Discarding	Making	Imprint	Creating	Upscaling
F. What is refusing?	Creating	Discarding	Upscaling	Morals	Making
G. What is mass production?	Detailed	Maintenance	Rapid	Thousands	Expensive
H. What is batch production?	Hundreds	Detailed	Detailed	Maintenance	Rapid
I. What is one off?	Maintenance	Rapid	Expensive	Detailed	Singular
J. What is continuous?	Expensive	Ongoing	Maintenance	Rapid	Detailed
K. What is seasonal?	Rapid	Expensive	Monthly	Maintenance	Thousands
L. What does the JIT process provide?	Expensive	Thousands	Rapid	Efficiency	Maintenance

Question	Quick Corrections (bridge learning gaps & misconceptions)

Career Focus - Where could this take you?

I am an architect, and I design buildings and spaces where people live, work, and play. I create plans and drawings, considering both functionality and beauty, to ensure structures are safe, practical, and inspiring. My work balances creativity, technical knowledge, and problem-solving to shape environments that meet people's needs and enhance communities.

Challenge Activities- Can you match the correct product to material?

HDPE

PTE

Poly Propylene

Topic Links

This topic links to:

- Science- The creation of Plastics.
- English- Subject specific Vocabulary knowledge, understanding and spelling.
- Maths- Measurements and scales of productions.

Additional Resources

To further practise and develop your knowledge see:

https://youtu.be/iO3SA4YyEYU

https://youtu.be/_6xlNyWPpB8

https://youtu.be/eISJ33Scrnc

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Year 9 Food Tech

The aims of the sequence of learning are to ensure that all students:

- Successfully apply knowledge of food legislation when applied to case studies
- Recall a range of factors that inform food choices
- Demonstrate ability to effectively adapt recipes for a range of food choice factors

Keyword	Definition
Legislation	rules or laws relating to a particular activity that are made by a government
FSA (food standards agency)	responsible for food safety and food hygiene in England, Wales and Northern Ireland.
Food safety act	The Food Safety Act 1990 is a vital part of environmental law and is an act that all food businesses in the UK must comply with.
Adaptation	Changing the ingredients or cooking methods of a dish in some way
Shortening	Shortening is any fat that is a solid at room temperature and used to make crumbly pastry and other food products.
Aeration	Aeration is the process of adding very tiny pockets of air to something. In the case of fats and oils, this is normally done using mechanical/physical means, such as creaming a mixture together using a wooden spoon or using an electric whisk.
Coagulation	Coagulation is defined as the change in the structure of protein (from a liquid form to solid or a thicker liquid) brought about by heat, mechanical action or acids. Enzymes may also cause protein coagulation e.g. cheese making.
Food choices	Calcium is a mineral your body needs to build and maintain strong bones and to carry out many important functions.
Dietary needs	Carbohydrates provide energy for the body. The body breaks carbohydrates down into glucose, which is the primary energy source for the brain and muscles.
Coeliac	Coeliac disease is a condition where your immune system attacks your own tissues when you eat gluten.
Lactose intolerance	Lactose intolerance is when you get symptoms, such as tummy pain, after eating food containing lactose, a sugar found in dairy products.
Allergy	An allergy is a reaction the body has to a particular food or substance.
Intolerance	an inability to eat a food or take a drug without adverse effects.
Vegan	Veganism is the practice of abstaining from the use of animal product—particularly in diet—and an associated philosophy that rejects the commodity status of animals.
Ethics/ethical	relating to beliefs about what is morally right and wrong

Key Concepts

The **Food Standards Agency (FSA)** is responsible for food safety and food hygiene in England, Wales and Northern Ireland. It works with local authorities to enforce food safety regulations and its staff work in meat plants to check the standards are being met.

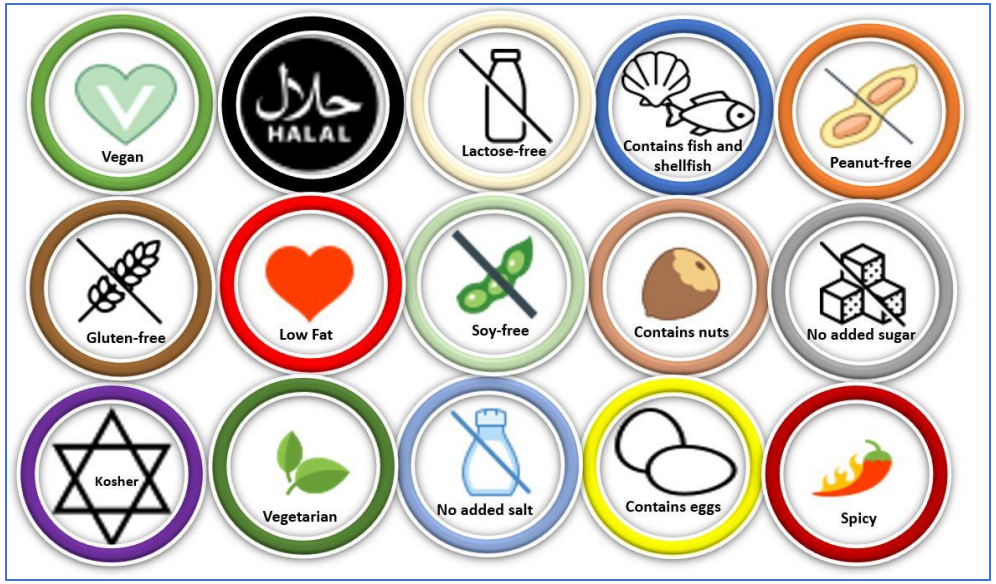
Food Standards Act 1999

The Act was introduced in the House of Commons in 1999. It sets out our main goal to protect public health in relation to food. It gives us the power to act in the consumer's interest at any stage in the food production and supply chain.

Food Safety Act 1990

The main responsibilities for all food businesses covered by the Act are to ensure that:

- businesses do not include anything in food, remove anything from food or treat food in any way which means it would be damaging to the health of people eating it
- the food businesses serve or sell is of the nature, substance or quality which consumers would expect
- the food is labelled, advertised and presented in a way that is not false or misleading



Ingredients Lists - Rotation 2 Year 9

1. BROWNIES

- ❑ 175g butter
- ❑ 75g plain flour
- ❑ 250g caster sugar or soft brown sugar
- ❑ 3 eggs
- ❑ Chocolate chips

Optional flavourings:

- ❑ White Chocolate
- ❑ Raspberries
- ❑ Walnuts
- ❑ Cherries
- ❑ Caramel

❑ **Container with a lid**

2. PASTA DOUGH

- ❑ 300g "OO" Flour
- ❑ 3 eggs and 1 egg yolk

PASTA SAUCE

- ❑ 1 garlic clove
- ❑ 400g can chopped tomatoes
- ❑ 1 veg stock cube
- ❑ Basil leaves

❑ **Container with a lid**

3. SAUSAGE ROLL/PLAIT

- ❑ 200g plain flour
- ❑ 100g butter
- ❑ 25g sausage meat or 6 sausages

Optional

- ❑ Onion/herbs or apple

Vegetarian

- ❑ Veggie sausages or cheese and onion

❑ **Container with a lid**

PLEASE ALWAYS BRING IN A SUITABLE CONTAINER TO TAKE YOUR COOKING HOME

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Year 9 Food Tech

The aims of the sequence of learning are to ensure that all students:

- Use safe and hygienic practices in a working kitchen environment
- Demonstrate sound preparation skills of both equipment and ingredients
- Safely use a range of cooking techniques, appropriate to the task

Equipment:

- Mixing bowl
- Cutlery
- Lined cake tin
- Wooden spoon
- Sieve
- Electric whisk
- Spatula

PRACTICAL SKILLS:

- Sieving
- Measuring & Weighting
- Whisking
- Folding
- Bain de Marie
- Baking

INGREDIENTS

- 200g dark chocolate
- 75g plain flour
- 250g caster sugar or soft brown sugar
- 175g butter
- 3 eggs
- Chocolate chips

Optional flavourings:

- White chocolate chunks
- Raspberries •
- Walnuts
- Cherries
- Caramel

*** **Container with a lid*****

HYGIENE & SAFETY TIPS

- Wash your hands with warm soapy water before you begin.
- Any dairy should be stored in the fridge.
- Check gas ovens are lit correctly.
- Use oven gloves when taking brownies in and out of the oven.

KEY NUTRIENTS

- Carbohydrates Sugar 25.4% of GDA per serving
- Fat 22.9% of GDA per serving

To be enjoyed as part of a healthy lifestyle as an occasional treat!

Method

1. Heat oven to 180 degrees/ gas mark 5 and grease and line your brownie tin. Remember to grease the top side of the paper too!
2. Melt the chocolate and butter. This can be done in a sauce pan on a very low heat. You must stir it and remove the pan from the heat as soon as the chocolate is melted to prevent it from burning. Alternatively place the chocolate in a glass bowl over a pan of simmering water.
3. In a clean glass bowl crack and whisk the 3 eggs together with the sugar using an electric whisk. Do this until the mixture becomes very thick and creamy.
4. Now gently sieve your flour into the egg mixture .
5. Now add the melted butter and chocolate.
6. Gently fold all the ingredients together using the folding technique with a large metal spoon. Do not beat the mixture as this will cause it to lose air. Carefully fold in any other ingredients e.g. choc chips.
7. Pour the brownie mixture into your tin and bake for 30-40 minutes. The top should be crusty with a very slight wobble underneath. The brownie will firm up when it has cooled down.
8. Let the brownie cool in the tin before cutting into squares.

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Year 9 Food Tech

The aims of the sequence of learning are to ensure that all students:

- Use safe and hygienic practices in a working kitchen environment
- Demonstrate sound preparation skills of both equipment and ingredients
- Safely use a range of cooking techniques, appropriate to the task

PASTA DOUGH

Ingredients:
- 300g ''OO'' Flour
- 3 eggs and 1 egg yolk

METHOD

1. Put the flour onto a board (or bowl). Make a well in the center; crack in the eggs. With a fork, beat the eggs together and then gradually incorporate the flour. Finish by hand to form a rough dough. If bits of flour remain (be patient, it's a dry dough), add a few drops of water or olive oil to moisten the texture.

2. **Cover the dough and rest for 10 minutes.**

3. Knead the dough for 5-7 minutes. Do this by pushing the dough forward with the heel of your hand (watch the video). The texture will be very stiff at first- it's not bread dough! But rest assured, by the 2 minute mark it will start to soften. The goal is a soft, malleable dough with a talcum powder-like finish. When you poke it, the dough should bounce back.

4. Shape the dough into a ball, wrap tightly, and rest for 30 minutes at room temperature.

PASTA SAUCE

Ingredients
- 1 tbsp olive oil
- 1 garlic clove
- crushed
- 400g can chopped tomatoes
- 1 tsp vegetable stock
- powder or ½ crumbled stock cube
- 1 tbsp tomato purée
- few basil leaves

Boil the pasta in water for 2-3 minutes and then drain in a colander.

Tip into your pasta sauce and stir.

METHOD

1. Heat the olive oil in a pan, add the garlic clove, then gently fry for 1 min.

2. Tip in the chopped tomatoes, vegetable stock powder, tomato purée and 1 tsp sugar, then bring to the boil. Reduce the heat, then simmer uncovered for 5 mins, stirring occasionally.

3. To finish, tear a few basil leaves, then stir into the sauce.

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Year 9 Food Tech

The aims of the sequence of learning are to ensure that all students:

- Use safe and hygienic practices in a working kitchen environment
- Demonstrate sound preparation skills of both equipment and ingredients
- Safely use a range of cooking techniques, appropriate to the task

Sausage roll/plait

Ingredients:

- 200g plain flour
- 100g butter (chilled)
- ½ tsp salt

- 250g sausage meat or 6 sausages (take off the skin).

Can add onion/ herbs or apple.

Other flavouring ideas, chutney, mustard, apple sauce, cheese etc.

Vegetarians: Cheese and onion etc
Or Veggie sausages

Equipment:

- Large bowl
- Table knife
- Grater
- Measuring jug
- Chopping board
- Lined baking tray
- Table spoon
- Rolling pin

***Container with a lid ***

PRACTICAL SKILLS

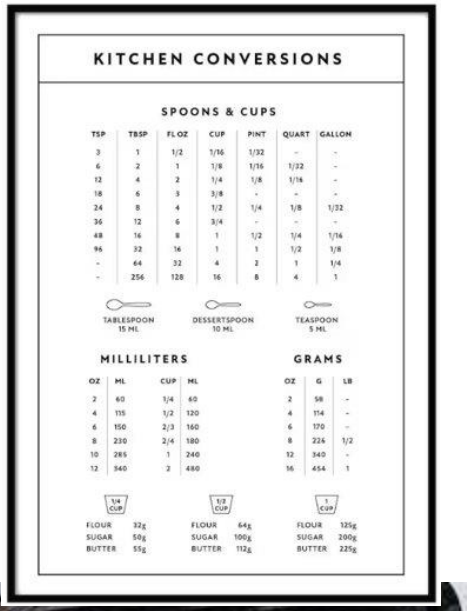
- Weighting & Measuring
- Glazing
- Pastry making
- Mixing ingredients
- Shaping product
- Oven skills: Baking
- Timing
- Decorating

HYGIENE & SAFETY TIPS

- Wash your hands with warm soapy water before you begin and after touching meat.
- Use red chopping board for meat.
- Check work tops and equipment are clean.
- Any meat is stored in the fridge.
- Gas ovens lit correctly.

Method

1. Place flour in large bowl with salt.
2. Roll butter in flour, then grate into large bowl.
3. Mix with table knife.
4. **Gradually** add cold water a tablespoon at a time and stir with table knife to form a dough. Place in fridge if time allows.
5. Roll out pastry on floured surface into a rectangle.
6. Prepare sausage meat on floured chopping board adding any additional ingredients.
7. Prepare sausage meat in centre of pastry.
8. Use knife to cut diagonally sides of pastry.
9. Fold over both ends then plait pastry sides.
10. Place on baking tray and glaze.
11. Place in oven for 35 to 40 minutes.



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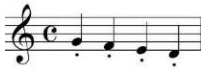
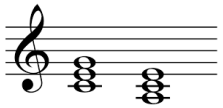
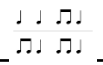
Year 9 Music – Electronic Dance Music (EDM)

The aims of the sequence of learning are to ensure that all students:

- **To apply and evaluate with confidence - appropriate musical vocabulary.**
- **To be able to aurally identify musical features of Electronic Dance Music.**
- **To be able to create an appropriate arrangement of Electronic Dance Music.**

Keyword(s)	Definition (Meanings)
Melody 	The main layer or tune of a piece
Articulation  	The way the notes are played – long and smooth or short and detached **Legato** – Long and smooth **Staccato –** Short and choppy.
Dynamics 	How loud or quiet the sound is.
Texture 	The **layers** that make up a piece • **Monophonic –** Single layer on its own. • **Homophonic –** One melody with accompaniment. • **Polyphonic –** More than one melody at the same time.
Structure 	The way the music is put together in sections. **E.g. – Verse-Chorus Structure.**
Harmony and Tonality   	**Harmony**: The **chords and scales** that accompany the melody. ***Diatonic** Harmony – Chords and scales that blend well together.* ***Dissonant** Harmony – Chords and scales that clash with each other.* **Tonality** – Whether the music is in a **Major** ☺ or **Minor** ☹ Key.
Instrumentation/ Performance Forces	The **instruments** or **voices** used to perform a piece.
Rhythm 	The **note values** and **patterns** used
Tempo 	The **speed** of the beat

Key Concepts – *Electronic Dance Music*

Trance Musical Features

Tempo	Tonality	Texture	Rhythm and Metre
Trance always has a tempo of between 120-150BPM (fast) In classical music this would be considered a 'fast', ***allegro*** tempo.	Trance *usually* uses **minor** keys but it sometimes uses a **Major** tonality.	Trance is usually **homophonic**. It always gradually **adds layers** over time for anticipation.	• 4/4 Time Signature • Four to the floor kick drum patterns are always used. • Syncopated hi-hat rhythms are always used.

Dream Trance *- Shares all the same features as **Trance Music**. But uses acoustic instruments (such as piano and guitar).*

'Dub' Key Musical Features

Dub Music	Studio FX - Delay	Studio FX - Reverb	Rhythm
'Dub' is an abbreviation of 'double'. Dub Music is remixed Reggae songs that uses delay and reverb effects.	Delay repeats a sound back shortly after it is first played creating an '**echo' effect.**	Reverb gives a 'fuller' sound to the music, making it appear as though it is being played in a larger room or space.	Because Dub Music is remixed Reggae it still features: 1. Syncopation 2. Ska Rhythm 3. One Drop Drumbeat

'Dubstep' - Key Musical Features

Tempo	Tonality	Harmony	Rhythm and Metre Syncopation
Dubstep always has a tempo of between 138-142BPM In classical music this would be considered a 'fast', ***allegro*** tempo.	Dubstep almost always uses **minor** keys as it often creates a dark mood.	To help add to the dark mood of the music **dissonant** notes are used. These are notes that don't fit with the scale being played and sound ***very tense.***	Because Dubstep Music is a relative of Reggae and Dub it often features: 1. Syncopation 2. Ska Rhythm 3. One Drop Drumbeat

Year 9 Music – Electronic Dance Music (EDM)

The aims of the sequence of learning are to ensure that all students:

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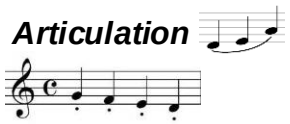
Melody 	The main layer or tune of a piece
Articulation 	The way the notes are played – long and smooth or short and detached **Legato** – Long and smooth **Staccato –** Short and choppy.
Dynamics 	How loud or quiet the sound is.
Texture 	The **layers** that make up a piece • **Monophonic –** Single layer on its own. • **Homophonic –** One melody with accompaniment. • **Polyphonic –** More than one melody at the same time.
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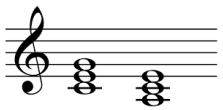
Harmony and Tonality   	**Harmony**: The **chords and scales** that accompany the melody. ***Diatonic** Harmony – Chords and scales that blend well together.* ***Dissonant** Harmony – Chords and scales that clash with each other.* **Tonality** – Whether the music is in a **Major** ☺ or **Minor** ☹ Key.
Instrumentation/ Performance Forces	The **instruments** or **voices** used to perform a piece. 
Rhythm 	The **note values** and **patterns** used
Tempo 	The **speed** of the beat

Key Concepts – *Electronic Dance Music*

Brostep

Key Difference: **Brostep** sounds more aggressive compared to **Dubstep**.

Brostep is ***very similar*** to Dubstep but developed in America, whereas Dubstep developed in England. It shares almost the same musical features (same tempo, tonality, harmony, rhythm and wobble bass) but the bass sounds that are performed on the synthesiser are **distorted (making them sound gritty)** and so sound more **aggressive.** Brostep sometimes features **vocals and singing.**

'Drum and Bass' – Key Musical Features

Tempo

Drum and bass music uses a tempo between 165-185BPM.

It is **faster** than Dubstep and Brostep. In classical music this would be considered a 'very fast', ***presto*** **tempo.**

Sampling

In music, sampling is the act of taking a portion (or sample) of one sound recording and reusing it in another recording.

Drum and bass music uses **a lot of sampling,** whereas Dubstep and Brostep use very little.

Breakbeat

A break in older songs that is just the beat (drumbeat). In drum and bass, the breakbeat is sampled and sped up to a very fast tempo.

Rhythm: Syncopation

Offbeat rhythms/patterns are commonly heard in Drum and bass, especially in the breakbeat.

Sound System culture was brought to the UK with the mass immigration of Jamaicans in the 1960s and 1970s. In the 1970s and 1980s **Huddersfield** had over 30 Sound systems and Venn Street became famous for musicians using these Sound Systems to play **Reggae** and **Dub Music.**

Year 9 Music – Electronic Dance Music (EDM)

The aims of the sequence of learning are to ensure that all students can:

- **apply and evaluate with confidence - appropriate musical vocabulary.**
- **aurally identify musical features of Electronic Dance Music.**
- **create an appropriate arrangement of Electronic Dance Music.**

Retrieval Practice

Firstly, make sure you have **memorised** the definitions for all the keywords we use in music:

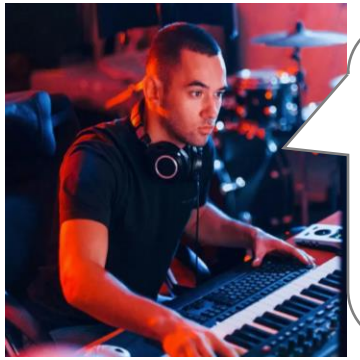
Melody / Articulation / Dynamics / Texture / Structure / Harmony and Tonality / Instrumentation and Forces / Rhythm / Tempo.

Using your knowledge organiser you must:

- Look, cover and check.
- Have somebody else test you.
- Make flash cards to test yourself.

Questions	*Answers*
What is the difference between **Trance** and **Dream Trance**?	Dream Trance uses acoustic instruments. Trance uses only computer-generated sounds.
What **studio FX** are applied to Dub music?	Reverb and Delay.
What type of **harmony** does dubstep use to create tension?	Dissonance to create tension.
What is the **tempo** of **Drum and Bass** music?	165-185BPM.
What is the difference between **Brostep** and **Dubstep** music?	Brostep has aggressive, **distorted** synthesiser sounds.
Describe the **texture** of Trance Music.	Gradually builds up in layers but **homophonic** overall.
Describe the **tonality** of **Dubstep** music.	Minor
Identify two features of **rhythm** heard in **Dubstep** music.	Syncopation / Ska Rhythm / One Drop
What form of **musical culture** was brought to the UK with the mass immigration of people from Jamaica?	Sound System Culture
What type of **drumbeats** are commonly sampled and then sped up to create the beats in **Drum and Bass?**	Breakbeats
What rhythmic pattern is used in Trance and Dream trance and performed on the kick drum?	Four to the floor
Which style of EDM that we have studied uses the ***fastest*** tempo?	Drum and Bass

Career Focus - Where could this take you?



I am a music producer, and I help create and shape songs and albums. I work with artists to record, mix, and edit their music, ensuring it sounds polished and professional. My role involves blending creativity with technical skills, like arranging tracks and managing sound quality, to bring the artist's vision to life and create music people love.

Challenge Activities

Develop your own performance of Robert Miles's **Children** on piano! Ask your teacher for a copy of the music and come along to an extra-curricular music club to rehearse it.

Topic Links

This topic links to:

Physics

All music is made up of sound waves. However, this unit of work uses technology to produce them.

Read through the link here to learn more about physics and music.

Additional Resources

To further practise and develop your knowledge see:

BBC Bitesize - Learn more about music technology and electronic music here

Year 9 Trampolining

The aims of the sequence of learning are to ensure that all students:

- Demonstrate good knowledge and understanding.
- Demonstrate more advanced core skills with accuracy in an isolated practice .
- Demonstrate more advanced routines with accuracy.

Keyword	Definition
Spotting	Standing around the trampoline to help prevent the performer from falling.
Aesthetic	The way something looks/something looking artistic.
Flexibility	The range of motion allowed at a joint.
Pike	Jumping with the legs extended out in front of the body and toes pointed.
Tuck	Jumping with the knees flexed and toes pointed down.
Straddle	Jumping with the legs extended diagonally from the hips.
Feedback	Information given to an individual/team about their performance.
Bounce count	The amount of times the bed is touched during a routine.
Parallel	Straight lines that do not intersect.
Routine	A set of core skills performed together to create a routine.
Biomechanics	The study of the mechanical laws relating to the movement or structure of living organisms.

Key Concepts

Advancing a seat landing.

Peer feedback sentence starters:

- Moving forwards you need to…
- For your next performance include…
- To improve your aesthetics make sure that you…
- You showed great…

What you should already know:

- At least 5 core trampolining skills.
- Demonstrate an 8 bounce routine.
- The biomechanics of a seat drop.

Year 9 Trampolining

The aims of the sequence of learning are to ensure that all students:
- Demonstrate good knowledge and understanding.
- Demonstrate more advanced core skills with accuracy in an isolated practice .
- Demonstrate more advanced routines with accuracy.

Retrieval Practice. Recall routines for your performance.

Routine #6:
Full twist jump
Tuck jump
Pike jump
½ twist to seat landing
½ twist to feet

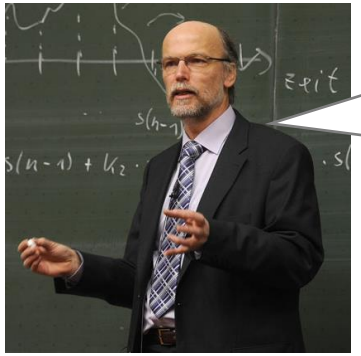
Routine #7:
½ twist jump
Straddle jump
Tuck jump
Front landing
To feet

Routine #8:
Full twist
Straddle jump
Pike jump
Back landing
To feet

Depending on your progress levels in trampolining:-
If you are unable to complete a front drop or back drop, then you can replace with a seat landing with a twist or a swivel hips
If you are unable to complete the routine, then have two bounces between each skill.

Questions	Answers
Why does a trampolinist require good flexibility?	Without flexibility, a trampolinist will struggle to perform their moves aesthetically due to a lack of pointed toes and straight body lines.
Explain the importance of an aesthetic performance.	An aesthetic performance is important as it allows people to fully enjoy the performance and ensures the performance looks good to the audience.
Why does a seat drop require good core strength?	Because without good core strength, the body will not stay tense and upright.
Give 3 safety points for trampolining.	All jewellery removed, hair tied back, socks worn.

Career Focus - Where could this take you?



I am a biomechanics lecturer, and I teach how the human body moves and functions. I explain the mechanics of muscles, bones, and joints, helping students understand movement in sports, rehabilitation, and everyday life. My role combines teaching, research, and practical examples to inspire others to apply biomechanics in fields like healthcare, athletics, and engineering.

Challenge Activities

Create:
- Create a 10 bounce routine using the correct trampolining terminology. You can use this routine in class so make sure it only has skills in which you can perform. Try to include at least 2 different shapes.
- Create a skill card for a skill of your choice. Include diagrams and key terminology.

Topic Links

This topic links to:
- Science – anatomy and physiology
- Maths – Angles
- Voice 21 – verbal feedback to peers
- English – understanding and defining key terminology

Additional Resources

To further practise and develop your knowledge see:
- https://www.bbc.co.uk/bitesize/guides/z39ck7h/revision/1
- https://www.british-gymnastics.org/technical-pages/trampoline-technical-resources

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Year 9 OAA

The aims of the sequence of learning are to ensure that all students:
- Identify at least 6 skills required to work well as a team.
- Demonstrate the ability to read a map effectively using grid references.
- Demonstrate the ability to work well as a team showing effective communication to solve problems.

Keyword	Definition
Resilience	The ability to successfully adapt to stress, maintaining psychological well-being in the face of adversity. It's the ability to "bounce back" from difficult experiences
Tolerance	The willingness to accept feelings, habits, or beliefs that are different from your own.
Goal setting	The process of taking active steps to achieve your desired outcome. This could be to set out small challenges in a group for each person to achieve and making one large taks more manageable.
Problem solving	Problem solving is defining a problem or issue. Determining the cause of the problem; identifying, prioritising, and selecting ideas for a solution.
Dynamic movement	The way we move from one location to another using our body and muscles[1]. A dynamic movement can include one of or a combination of the following directional movements: Lateral movement: side-to-side (left to right) ←→ Linear movement: forward or backward
Non-verbal communication	The ability to communicate with others without using voice trough actions or facial expressions.

Key Concepts

Use the image above to practice using 6 figure grid references by writing the grid references for the features listed below:

- The northern most point of the cliffs
- The most southern point of the beach
- Mountain peak
- The most northern point of the forest

What you should already know:
- How to identify successful teamwork
- The difference between 4 and 6 figure grid references

Newsome Academy Year 9 OAA

Everyone Exceptional Everyday

The aims of the sequence of learning are to ensure that all students:

- Identify at least 6 skills required to work well as a team.
- Demonstrate the ability to read a map effectively using grid references.
- Demonstrate the ability to work well as a team showing effective communication to solve problems.

Retrieval Practice

Questions	Answers
What careers require you to be able to read a map?	Adventure leader, scout leader, video game creator, meteorologist, transport-based jobs, the military.
How do you know if you are using a map successfully?	You can navigate to a given point successfully and without issues. To ensure that when using a compass where the map and compass align.
Why is leadership important in group work?	A leader will ensure the group understand their shared goal and that they work effectively as a team to achieve this.
What types of movement are possible in climbing?	A dynamic movement can include one of or a combination of the following directional movements: Lateral movement: side-to-side (left to right) ←→ Linear movement: forward or backward

Career Focus - Where could this take you?

I am a meteorologist. I study the weather and climate. I analyse data from the atmosphere to predict weather patterns, like storms, rain, or sunshine, and share forecasts to help people plan their days. My work also helps protect communities by warning them about severe weather and studying long-term climate changes to understand their impact.

Challenge Activities

Create:

- Create a poster showing the core skills required for effective teamwork. Draw images and include an explanation of each skill.
- Create a movement poster designed for rock climbing to a year 7 class of students.

- Answer the following question:
  Why is being able to use a map effectively a good life skill? Give examples of when you will use this skill in the future.

Topic Links

This topic links to:

- Geography – Map reading.
- Maths – Using numbers to read grid references.
- Voice 21 – Communicating with team mates.
- English – understanding and defining key terminology.

Additional Resources

To further practise and develop your knowledge see:

- https://getoutside.ordnancesurvey.co.uk/guides/beginners-guides-map-reading/
- https://www.youtube.com/watch?v=THCSsoOcDTQ

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Year 9 Dance A Professional Work: Swansong

The aims of the sequence of learning are to ensure that all students:

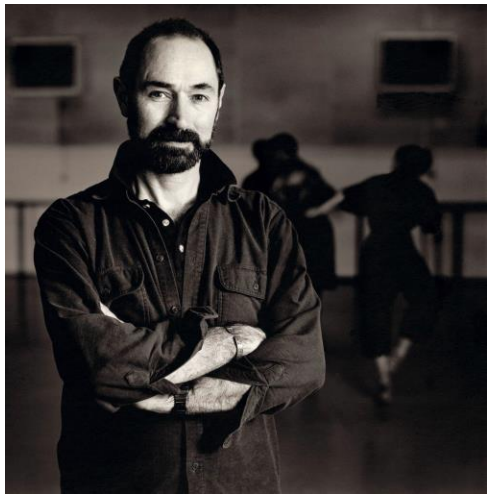
- Replicate a set phrase of movement.
- Select and apply a formation to my performance
- Recognise and describe dance elements
- Develop a duet/group using spatial content to communicate a choreographic intention
- Perform sequences with control, accuracy and fluency.
- Apply choreographic devices to enhance choreographed routines
- Perform basic and more complex lifts.

Keyword	Definition
Swansong	The last act you do before retirement or death
Human Rights	Equality, Individuality, Freedom of speech
Amnesty International	An organisation that look after human rights
Prisoner of conscience	Prisoned for your social or political beliefs
Physical setting	Scenery, Props, lighting
Theme	An idea that reoccurs
Choreography	The art of making dances
Costume	A set of clothes in a style typical of a particular country or historical period
Prop	a portable object other than furniture or costumes used on the set of a play or film
Stimulus	an interesting and exciting quality.

Key Concepts

FACT FILE - CHRISTOPHER BRUCE (Choreographer)

- Bruce was born in Leicester in 1945.
- He trained at the Ballet Rambert School, which he later choreographed for.
- He then became choreographer for English National Ballet, then Houston Ballet.
- Bruce is now Artistic Director of Rambert.
- Bruce prefers an audience to keep an open mind about his works, often avoiding programme notes and specific statements. However, he does recognize that his pieces are concerned with ideas rather than being abstract pieces of dance, there is usually strong imagery.
- Some of his works have an autobiographical element
- Several of Bruce's works express his political, social and ecological awareness.
- His dances generally develop from a stimulus such as music, painting or literature, but he selects themes which can be conveyed through dance.
- Bruce chooses a wide range of music, from popular songs, world music, classical, contemporary, to specially commissioned scores in close collaboration with the composers. The dance often responds closely to the music
- Bruce uses a blend of dance techniques, notably ballet and contemporary. His own contemporary training was in Martha Graham technique and strong use of the back and a low centre of gravity are important elements in his choreography.



FACT FILE - SWANSONG

First premiered - **1987**
Company - **Ballet Rambert**
choreographer - **Christopher Bruce**
lighting designer - **David Mohr**
Musical director - **Philip Chambon**
Costume designer - **Christopher Bruce**
Set Designer - **Christopher Bruce**
Dancers - **Trio**
Set - **Black Box**
Lighting - **beam of light symbolizing a window or freedom.**
Costume guard **- Khaki trousers and shirt, Black jazz shoes**
Costume prisoner - **Faded red T shirt and blue jeans**
Props - **Chair, Cap, Canes, Cigarette**
Stimulus - **The work of Amnesty International, saying goodbye, The experiences of Victor Jara a Chilean poet and the novel A MAN by Oriana Fallaci.**
Themes - **Human Rights, Prisoner of Conscience.**
Dance Styles - **Contemporary, Physical Contact, Ballet, Jazz, Tap, Folk, Ballroom and Vaudeville.**
Choreographic style - **Episodic, Dramatic, Thematic.**

Year 9 Dance A Professional Work: Swansong

The aims of the sequence of learning are to ensure that all students:

- Replicate a set phrase of movement.
- Select and apply a formation to my performance
- Recognise and describe dance elements
- Develop a duet/group using spatial content to communicate a choreographic intention
- Perform sequences with control, accuracy and fluency.
- Apply choreographic devices to enhance choreographed routines
- Perform basic and more complex lifts.

Retrieval Practice

Questions	Answers
What dance techniques does Bruce use?	Bruce uses a blend of dance techniques, notably ballet and contemporary. His own contemporary training was in Martha Graham technique and strong use of the back and a low centre of gravity are important elements in his choreography
What are some of the stimuli from Swansong?	The work of Amnesty International, saying goodbye, The experiences of Victor Jara a Chilean poet and the novel A MAN by Oriana Fallaci.
What is vaudeville style?	a type of entertainment popular chiefly in the US in the early 20th century, featuring a mixture of speciality acts such as burlesque comedy and song and dance
What is contemporary dance?	Contemporary dance is a style of expressive dance that combines elements of several dance genres including modern, jazz, lyrical and classical ballet. Contemporary dancers strive to connect the mind and the body through fluid dance movements. The term "contemporary" is somewhat misleading: it describes a genre that developed during the mid-20th century and is still very popular today.

Career Focus - Where could this take you?

As a **Costume Designer** I use my creative skills to make new and exciting costumes and outfits. It is important that I understand the themes of the piece I am creating for and can communicate them through my designs.

Challenge Activities

Please watch the below clips:

- An interview with Christopher Bruce
- https://www.youtube.com/watch?v=Jp8gl07dhQI
- Swansong
- https://www.youtube.com/watch?v=038BdfaaVVs

Topic Links

This topic links to:

- Drama Performance skills
- PE - Physical skills
- English - Understanding terminology and verbs.
- Maths - Problem solving.

Additional Resources

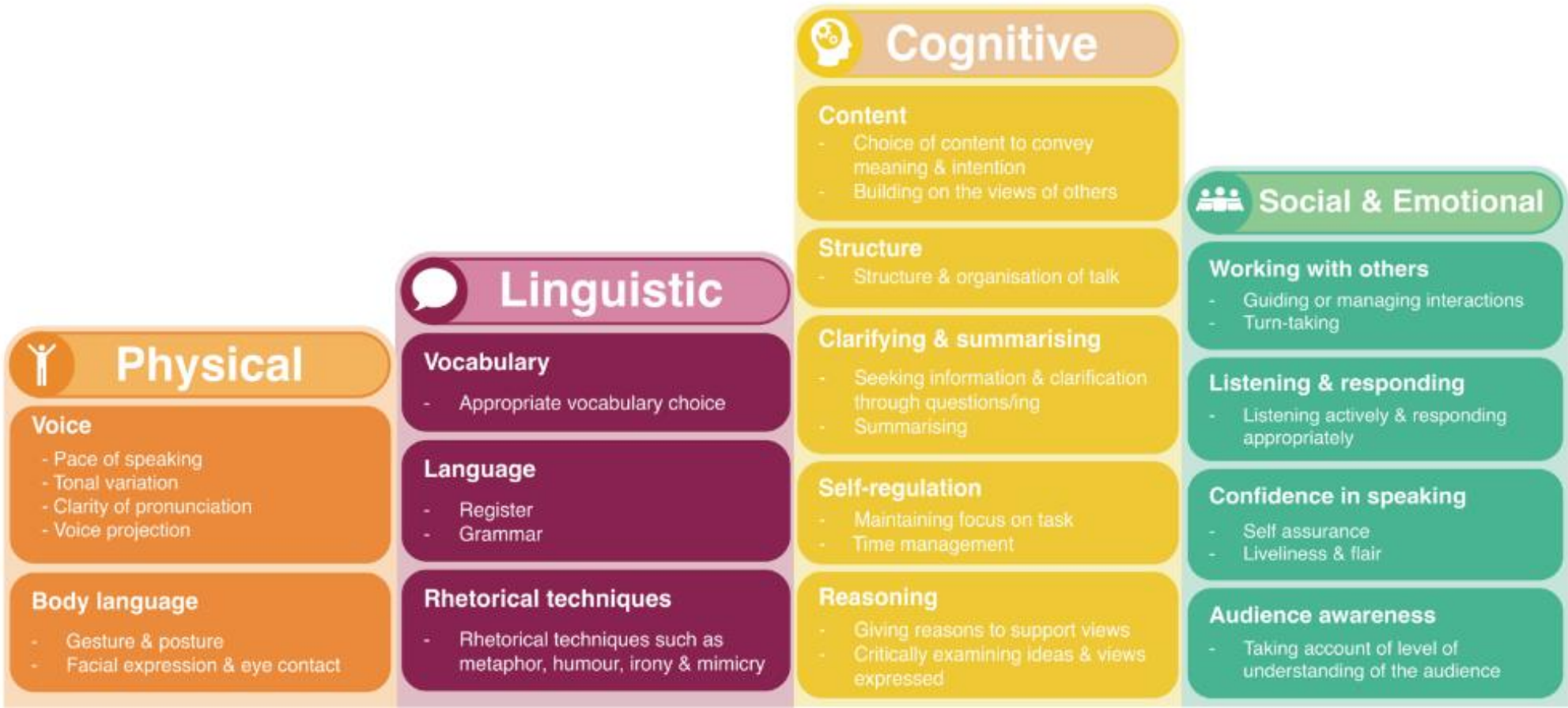
To further practise and develop you knowledge see:

- https://www.scottishballet.co.uk/profile/christopher-bruce
- https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjc6cLpoO75AhW4SkEAHdcAATIQtwJ6BAgLEAI&url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3D038BdfaaVVs&usg=AOvVaw2-2GFlU4Hgo9nbivk-7fB8

The Oracy Skills Framework and Glossary

Oracy Cambridge
The Hughes Hall Centre for Effective Spoken Communication

voice 21



Student Talk Tactics

Instigate

Present an idea or open up a new line of inquiry

- I would like to start by saying ____
- I think ____
- We haven't yet talked about ____

Instigate

Probe

Dig deeper, ask for evidence or justification of ideas

- Why do you think ____?
- What evidence do you have to support X idea?
- Could you provide an example?

Probe

Challenge

Disagree or present an alternative argument

- I disagree because ____
- To challenge you X, I think ____
- I understand your point of view, but have you thought about ____?

Challenge

Clarify

Asking questions to make things clearer and check your understanding

- So are you saying ____?
- Does that mean ____?
- Can you clarify what you mean by ____?

Clarify

Summarise

Identify and recap the main ideas

- So far we have talked about ____
- The main points raised today were ____
- Our discussion focused on ____

Summarise

Build

Develop, add to or elaborate on an idea.

- Building on X's idea ____
- I agree and would like to add ____
- X's idea made me think ____

Build

Voice 21 discussion guidelines:

- ✓ You are challenging the ideas not the person.
- ✓ Only one person in the discussion should be talking at any time.
- ✓ We must be respectful of the views of others.
- ✓ When a member of the discussion is speaking the other members should be actively listening.
- ✓ Active listening involves thinking deeply about what other members of the discussion are saying and asking questions to deepen the discussion when appropriate.

Newsome Academy
Everyone Exceptional Everyday

Usernames and Passwords
